

2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Program authority:	TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; WIOA §17.278 and §17.258; and Carl Perkins Career and Tech Education Act	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period	February 1, 2017, to May 30, 2018	
Application deadline:	5:00 p.m. Central Time, November 1, 2016	<small>Place date stamp here.</small>
Submittal information:	<p>Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2016 NOV -1 PM 12:10 Document Control Center Grants Administration </div>
Contact information:	Lauren Dwiggins, lauren.dwiggins@tea.texas.gov ; (512) 463-9581	

Schedule #1—General Information


Part 1: Applicant Information				
Organization name	County-District #	Campus name/#	Amendment #	
Alief ISD	101-903			
Vendor ID #	ESC Region #			DUNS #
1-74-6000019-7	4			031861214
Mailing address	City	State	ZIP Code	
4250 Cook Rd.	Houston	TX	77072	
Primary Contact				
First name	M.I.	Last name	Title	
Zack		Ward	Grants Specialist	
Telephone #	Email address		FAX #	
281-498-8110	zachary.ward@aliefisd.net		281-498-4051	
Secondary Contact				
First name	M.I.	Last name	Title	
Bill		Marshall	Director of CTE	
Telephone #	Email address		FAX #	
281-498-8110	bill.marshall@aliefisd.net		281-498-4051	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
HD		Chambers	Superintendent
Telephone #		Email address	FAX #
281-498-8110		hd.chambers@aliefisd.net	281-498-4051
Signature (blue ink preferred)		Date signed	



10/24/2016

Only the legally responsible party may sign this application.

701-16-108-010

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

RFA #701-16-108; SAS #205-17

2016–2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Schedule #1—General Information

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20	Outside Sources of Income and Pre-Existing Content (Required for IHEs)	<input type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	MOU	The applicant must submit a draft Memorandum of Understanding among the dual credit partner, school district and school which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the ECHS.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that a liaison that represents the industry partner(s) will interact directly and frequently with ECHS staff.
4.	The applicant provides assurance that the industry partner will actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
5.	The applicant provides assurance that the industry partner will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
6.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
7.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will develop and maintain a leadership team that meets regularly to address issues of curriculum, school design, and sustainability.
8.	The applicant provides assurance that the leadership team will consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity and will include <ul style="list-style-type: none"> a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and INDUSTRY CLUSTER NAME Innovative Academy ECHS principal or director b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
9.	The applicant provides assurance that the partnership and the MOU will include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
10.	The applicant provides assurance that students enrolled in an ECHS course for both college and high school credit will not be required to pay for tuition, fees, or textbooks and that the school district or charter in which the student is enrolled will pay for tuition, fees, and required textbooks to the extent those charges are not waived by the partner IHE.
11.	The applicant provides assurance that the partnership will provide opportunities for ECHS teachers and higher-education faculty to collaborate through planning, teaching, and professional development.
12.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours toward a baccalaureate degree during grades 9–12. An academic plan must be in place showing how students will progress toward this goal.
13.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will administer a college placement exam (Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness and to enable students to begin college courses based on their performance—as soon as they are able, possibly as early as the 9th grade.

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Schedule #2—Required Attachments and Provisions and Assurances (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

- | | |
|-----|--|
| 14. | The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be an autonomous high school that meets one of the following criteria:
a. Is located on a college or university campus
b. Is a stand-alone high school campus near a college or university campus
c. Is a small learning community within a larger high school that is near a college or university campus (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan) |
| 15. | The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be a full-day program (i.e., full day as defined in PEIMS) in which all academic instruction and support services are delivered to students at the designated ECHS campus and that students will not travel between two high school campuses in order to receive instruction or support services. |
| 16. | The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be led by a principal or director who is 100% dedicated to the school. |

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Schedule #4—Request for Amendment

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Alief Independent School District is applying for the Innovative Academy – the Next Generation of Early College High Schools Grant to provide a seamless pathway to earned college credit and practical learning opportunities in high-demand occupations through a combination of dual credit courses and industry experiences in the Biotechnology & Life Science career cluster, with a focus on Pharmacy Technician. Alief's student population is dominated by traditionally underrepresented subgroups, including minorities, low socioeconomic status, and first generation college goers. Many of our students are either not financially equipped to pursue a postsecondary education, or are simply not interested in traditional four-year degree tracks, preferring to pursue practical interests that can prepare them for the workforce immediately following high school graduation. Providing a variety of pathways to a two-year or four-year degree, and/or workforce readiness is an imperative component of our mission to prepare kids for tomorrow by caring for them today.

- The leadership team, under the direction of the Director of Career & Technical Education (CTE), built the budget of \$400,000. The team allocated the principal salary for years 1 and 2 (prorated for year 1), and the counselor salary for year two for a total payroll cost of \$255,838. Funds were allocated to professional development, specifically for AVID training for the campus staff of 7 teachers, 1 principal, and 1 counselor at a total of \$10,000. AVID strategies have proven very effective in Alief and we want to continue to embed those strategies at the innovative academy. The remaining \$134,162 was allocated to supplies to offset the cost of implementing the necessary Pharmacy Technician labs. The P-16 Director for Houston Community College worked with the leadership team to outline the total lab costs, which are in excess of \$465,000. All of our budgeted costs directly impact student success by building effective campus leadership and providing a strong program with the requisite instructional environment and materials. In-Kind Contributions = \$213,640.
- This grant is calls districts to target students who are At-Risk, Economically Disadvantaged, English Language Learners (ELL), and first generation college goers. Alief's student population is predominately comprised of students in these subgroups – 70% At-Risk, 85% Economically Disadvantaged, and 41% ELL. Furthermore, while official data is not available, anecdotal evidence suggests that many of our students are also first generation college goers.
- The needs assessment process is part of the continuous improvement cycle. The Director of CTE works with the CTE Coordinator and other central staff, as well as the Director of Curriculum & Instruction and Area Superintendents, to determine success and areas for growth each year. The team identifies and analyzes potential data sources, including the required performance measures, and builds a needs assessment based on evidence and a forward thinking mentality. The Director of CTE determines the efficacy of the needs assessment, and works collaboratively with central instructional leaders to assess and change the process as needed.
- Alief leaned on our prior experience with opening a new Early College High School in 2009 by carefully constructing a strong leadership team to successfully manage this project. Key players in the management plan include the Director and Coordinator of CTE to provide programmatic expertise, the Director of Curriculum & Instruction to provide instructional guidance, the Director of Federal Programs & Grants to provide fiscal and compliance guidance, and the new ECHS campus leadership of a principal and a career counselor. This group is supported by the full leadership team, with representation from all core instructional and business groups, who will participate in monthly (at minimum) meetings during the planning year to build a strong, effective, and compliant program that will begin benefiting our students in year two.
- The program will participate in the same continuous improvement cycle utilized by all of our campuses and departments. The campus leaders, with the support of the project leadership team, will collect data on all required performance measures for years 1 and 2 of the grant period. Data-driven decisions will ensure that our students are continually making sufficient progress toward their goals, and that staff are well-trained and equipped with strategies that effectively support all students.
- The proposed Alief Biotechnology & Life Science Innovative Academy completely and accurately answers all statutory requirements. Our program provides a course of study in Pharmacy Tech that enables students to combine high school courses and college level courses in grades 9-12. The academy is designed to allow students to complete high school on or before the fifth anniversary of the first day of high school, receive a diploma, and either an associate's degree or 60 college credit hours toward a baccalaureate degree. We have articulation agreements with Houston Community College and the University of Houston-Downtown to provide student access to postsecondary educational and training opportunities. Students have flexibility in class scheduling and academic mentoring, as outlined in schedule 16.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

- The proposed Alief Biotechnology & Life Science Innovative Academy also completely and accurately answers all TEA requirements, detailed in schedule 17. We have identified high-demand occupations, as determined by the Gulfcoast Workforce Development Board, and have identified the program of study leading to the Pharmacy Technician occupation. Alief has partnered with three industry partners - West Houston Medical Center, Walgreens Inc, and Texas Injection Molding. These partners will provide a liaison to work with the district and serve on the leadership team, and have committed in-kind contributions in the form of internships for students. All students will have access to industry experience opportunities through internships and rotations with our industry partners, with added rigor and responsibility each year up to graduation. We will hire a career counselor that is solely dedicated to the ECHS. We have a Pharmacy Technician program that includes an appropriate sequence of courses that are aligned with high demand occupations. A sample crosswalk is included showing how a student can earn an AAS from Houston Community College along with their high school diploma, and continue on to earn a BAAS from the University of Houston-Downtown. We have formed a leadership team with all required participation from the district, our higher education partners, and industry partners, and we have included a sustainability plan that demonstrates superintendent and Board of Trustee commitment to continue to meet the goals of the program after the grant ends.

Benchmark 1: The Alief Biotechnology & Life Science Innovative Academy will serve approximately 60 students per grade level in grades 9-12. Our recruiting plan targets middle school students based on online career exploration assessment results. The majority of our entire district is comprised of students who are at risk, economically disadvantaged, and English Language Learners.

Benchmark 2: A draft MOU is attached showing the agreement between Alief and HCC. Per our agreement with HCC, students will not be required to pay for tuition, fees, or textbooks. The articulation agreement between HCC and the University of Houston-Downtown is also attached.

Benchmark 3: Alief has assembled a strong leadership team comprised of instructional and business leaders who will provide the expertise and insight needed to build a high-functioning ECHS. Our higher education and industry partners also have representation on the leadership team. The team will collectively make decisions regarding school design, professional development, operations, accountability, curriculum development, and continuous improvement. The district and higher education partners will ensure ample opportunities for staff collaboration.

Benchmark 4: The course of study mapped out in schedule 17 shows how a student can earn a high school diploma and either an associate's degree or 60 college credit hours toward a baccalaureate degree. During the freshman year, students will participate in a yearlong bridge program that includes weekly tutorials for Texas Success Initiative (TSI) areas of weakness.

Benchmark 5: Alief will administer a TSI pre-assessment at the beginning of the freshman year. Targeted activities, tutorials, and interventions specifically related to TSI success will be ongoing throughout the year. Interventions and support will include an after school TSI Academy, which will be focused tutorials on content with which the student struggles. Our Advanced Academics Department offers Princeton Review courses after school, and has included TSI preparation in the plan. Alief also used Khan Academy and a TSI prep program through HCC to support our students. Students will complete the TSI assessment in May of their freshman year. This baseline TSI score will be used to guide their individual growth plans throughout high school, as prescribed by the counselor. Alief waives exam fees for all students in the district.

Benchmark 6: The Alief Biotechnology & Life Science Innovative Academy will operate as a small learning community, school-within-a-school model. This will be an autonomous environment where students only have classes with other ECHS students and are led by their own principal and counselor. Highly qualified teachers from the main high school campus may be used, but will have sections dedicated solely to ECHS students.

Alief is fully committed to the success of this program. We recently broke ground on a state of the art career center and we are continually working to identify additional pathways for students to achieve postsecondary success, including ones that may be included in this ECHS in the future. The Board has agreed to commit funds to continue operating the ECHS after the grant period, and we will continue our internal practice of seeking additional sources of funding to support our goals and projects.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Program authority: TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; Workforce Innovation and Opportunity Act §17.278 and §17.258; and Carl D. Perkins Career and Technical Education Act

Grant period: February 1, 2017, to May 30, 2018

Fund codes: See Notice of Grant Award (NOGA)

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Cost Share
Schedule #7	Payroll Costs (6100)	6100	\$255,838	\$	\$255,838	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$10,000	\$	\$10,000	\$
Schedule #9	Supplies and Materials (6300)	6300	\$134,162	\$	\$134,162	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$
Total direct costs:			\$	\$	\$	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$400,000	\$

Administrative Cost Calculation

Enter the total grant amount requested:	\$400,000
Percentage limit on administrative costs established for the program (10%):	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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RFA #701-16-108; SAS #205-17

2016–2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Cost Share
Academic/Instructional					
1	Teacher			\$	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director	1		\$150,398	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor	1		\$72,263	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		\$	\$
26	6119	Professional staff extra-duty pay		\$	\$
27	6121	Support staff extra-duty pay		\$	\$
28	6140	Employee benefits		\$33,177	\$
29	61XX	Tuition remission (IHEs only)		\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$255,838	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Cost Share
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Cost Share
1	AVID training for 7 teachers, 1 principal, and 1 counselor	10,000	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$10,000	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$10,000	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Cost Share
6300	Total supplies and materials that do not require specific approval:	\$134,162	\$
Grand total:		\$134,162	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted	Cost Share
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$	\$
	Specify purpose:		
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	\$	\$
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
Grand total:		\$	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Cost Share
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total campus enrollment:			60	
Category	Number	Percentage	Category	Percentage
African American	18	30%	Attendance rate	95.6%
Hispanic	32	53%	Annual dropout rate (Gr 9-12)	0.2%
White	2	4%	Students taking the ACT and/or SAT	66%
Asian	8	13%	Average SAT score (number value, not a percentage)	1292
Economically disadvantaged	51	85%	Average ACT score (number value, not a percentage)	18.2
Limited English proficient (LEP)	25	41%	Students classified as "at risk" per Texas Education Code §29.081(d)	70
Disciplinary placements	2	2.5%	State assessment data	DNA

Comments

Demographic data for the entire district population is used since the ECHS student population will be reflective of these figures.

Alief will implement a school-within-a-school model, primarily using teachers from the host campus. Teacher demographic percentages are reflective of the entire district teaching staff, and numbers are based on 7 teachers for the ECHS.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	3	37%	No degree	0	0%
Hispanic	2	24%	Bachelor's degree	5	72%
White	2	31%	Master's degree	2	27%
Asian	0	6%	Doctorate	0	1%
1-5 years exp.	3	43%	Avg. salary, 1-5 years exp.	51,252	N/A
6-10 years exp.	2	23%	Avg. salary, 6-10 years exp.	55,026	N/A
11-20 years exp.	2	25%	Avg. salary, 11-20 years exp.	59,130	N/A
Over 20 years exp.	1	9%	Avg. salary, over 20 years exp.	68,587	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											60				60
Open-enrollment charter school															
Public institution															
Private nonprofit		17													
Private for-profit															
TOTAL:											60				60

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											7				7
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:											7				7

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment is essentially the cornerstone of the continuous improvement cycle. The Career & Technical Education (CTE) department assembles annually in the late spring to begin formulating a needs assessment plan. The process begins with identifying strengths and successes from the current school year. These findings are summarized with a descriptive review of each item/area of strength. Data analysis is an integral component of this process. The instructional leadership team identifies each data source that was used to assess strategies and determine progress. The team performs a thorough review to ensure all strategies required by state and/or federal law are included, as well as data for all grant funded programs and activities.

Once all strengths are identified and matched against the current goals, the discussion turns to needs. If the department did not achieve a goal, that becomes a need. New needs arise each year as education – and CTE in particular – is a constantly moving and changing field. Changes in student population, curriculum, state and federal guidelines, staffing, and funding all impact our needs assessment. Identified needs are prioritized based on our firm belief that first line instruction is the most important factor in reaching kids and achieving success. Areas of need that are influenced by first line instruction always come first since our number one priority is student success and achievement. The team prioritizes other needs by considering feasibility, funding, staffing, and student and community impact.

Alief's demographic makeup of largely underrepresented subpopulations also impacts our needs assessment. The CTE team always considers our high need student populations - Economically Disadvantaged (85%), At-Risk population (70%), Limited English Proficient (41%) – when making decisions. The Alief community is also highly mobile, and has many first generation college students, single parent households, and apartment dwellers. Additionally, our students and families speak more than 80 languages and dialects. Understanding our student and family population is critical in creating, choosing, and delivering programs that meet the needs of a region as diverse as ours.

The Alief ISD Board of Trustees identified preparation for postsecondary opportunities - including two or four year colleges, technical institutions, and workforce readiness – as a priority. The CTE team identified growth in dual credit enrollment, counseling to finalize postsecondary plans that are directly connected to postsecondary outcomes, and a long range plan to implement and sustain an industry-specific CTE ECHS as primary needs.

To promote and foster growth in our CTE program, the department determined that students need increased opportunities in coherent sequences in appropriate endorsement areas. In the greater Houston area, one of the more prominent and growing industries is Biotechnology & Life Science. Based on industry trends, employment data, and course offerings at our community college and four year university partner locations, we have identified Pharmacy Technician within the Biotechnology & Life Science cluster as our industry area of focus. Industry partners in this cluster area were identified through existing business relationships and networking through Houston Community College and their industry partners.

Additionally, Alief currently has a Construction Technology program (*not* a designated ECHS) with an identified student cohort spread out amongst our three comprehensive high schools, and we desire to provide them with an autonomous environment, as well as their own leadership and counseling services.

We believe that dual credit course offerings, stackable credentials and certifications, the opportunity to earn an AAS degree at high school graduation, and a pathway to a four year degree in the same field of study will provide our students with the necessary skills and knowledge to either continue their education or competitively enter the workforce.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Create a college environment for like-minded students who are seeking specific credentials and certifications in the health care industry	<ul style="list-style-type: none"> • Development of a homogeneous group of students with similar postsecondary interests • Creation of an environment that fosters a sense of belonging • Provide the necessary support systems in working toward a common goal, particularly college and career counseling
2.	Identify and collaborate with industry partners in the health care field	<ul style="list-style-type: none"> • Creation of formal agreements with industry partners who will provide in-kind support • Partner with industries to provide internship opportunities • Leverage knowledge of our industry partners to strengthen our program
3.	Partner with an institute of higher education to articulate curriculum leading to credentials, certifications, and an associate's degree	<ul style="list-style-type: none"> • Development of a partnership with Houston Community College to implement curriculum that leads to credentials, certifications, and an associate's degree • Open additional pathways for students to continue their studies at a four year college through HCC's agreements with local universities
4.	Implement industry-specific supplies, materials, and equipment	<ul style="list-style-type: none"> • Work with industry partners to identify necessary equipment • Purchase industry-specific equipment for use in the CTE ECHS courses
5.	Provide practical learning opportunities for students and teachers	<ul style="list-style-type: none"> • Provide internship opportunities for students with our industry partners • Provide externship opportunities for teachers to extend their learning and increase their knowledge base

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Schedule #14—Management Plan

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of CTE	Master's Degree; at least 5 years of experience in education; extensive knowledge of K-12 instructional programs; experience in planning, implementing, and evaluating curriculum
2.	Coordinator of CTE	Master's Degree preferred; valid teaching certificate fulfilling CTE certification requirements; at least 5 years of varied experience in the CTE field
3.	CTE ECHS Principal	Texas mid-management, principal, or administrator certificate; three years of teaching experience; three years of assistant principal experience
4.	CTE ECHS Counselor	Counseling certificate; must meet certification requirements set by TEA; experience working with high school scheduling and graduation plans
5.	Director of Federal Funds	Bachelor's Degree; aptitude for mathematics and accounting; knowledge of entitlement and competitive grant processes; skills in regulation interpretation and information dissemination

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Create autonomous environment, school within a school model	1. Identify campus for school within a school model	09/28/2016	10/19/2016
		2. Identify staff (admin, teachers, counselor)	02/01/2017	07/31/2017
		3. Identify leadership team	09/28/2016	10/19/2016
		4. Recruit students for the program	04/10/2017	08/18/2017
		5. Hold leadership team planning meetings	09/28/2016	ongoing
2.	Establish industry partnerships	1. Identify and contact potential partners	10/03/2016	10/31/2016
		2. Secure letters of support	10/03/2016	10/31/2016
		3. Work with partner to establish industry liaison	11/01/2016	11/30/2016
		4. Hold planning meetings with industry partner liaison	11/30/2016	ongoing
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Establish IHE partnerships	1. Identify community college partner	09/28/2016	09/28/2016
		2. Identify community college's 4 year univ. partner	10/03/2016	10/19/2016
		3. Secure articulation agreements	10/19/2016	11/30/2016
		4. Create curriculum crosswalk	10/19/2016	10/31/2016
		5. Hold curriculum planning meetings	10/19/2016	ongoing
4.	Implement industry-specific equipment and supplies	1. Conduct needs assessment for equipment	11/01/2016	11/14/2016
		2. Partner with industry liaison to identify equipment	11/14/2016	07/31/2017
		3. Correlate equipment to rigorous curriculum	11/01/2016	07/31/2017
		4. Hold planning meetings with workforce dev. board	11/03/2016	ongoing
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Establish internships and externships, professional development	1. Conduct needs assessment for desired internships	11/03/2016	05/31/2017
		2. Conduct needs assessment for desired externships	11/03/2016	05/31/2017
		3. AVID training + other ongoing quarterly prof. dev.	06/01/2017	ongoing
		4. Connect with partners/other industries as needed to provide internship and externship opportunities	11/03/2016	ongoing
		5. Participation in industry-specific intern/externships	06/01/2017	ongoing

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Alief ISD follows a continuous improvement planning model to ensure that decisions are based on data, and that strategies are research-based and evaluated for effectiveness. The plan is developed collaboratively with district and campus staff, as well as parents and community members. Included in the planning process are, among others, content-area leadership groups, community committees, the district Instructional Leadership Team, the district Educational Improvement Council, and the Superintendent's Council. The final plan is submitted to the Board of Trustees for approval. This district's continuous improvement cycle consists of an ongoing process of building readiness, collecting and analyzing data, setting goals based on data, investigating research-based practices, making action plans, implementing and monitoring plans, and evaluating effectiveness and sustaining efforts. The continuous improvement cycle is a fluid process and the district's formal plan is posted publicly on the district website.

District CTE instructional leaders meet annually to analyze the previous year, and set goals for the upcoming year based on collected data and results. In addition to data, goal setting and subsequent strategies are directly tied to Board priorities and feedback from the Board and Superintendent's Council. The CTE team formally presents their program and data to the Board annually, which gives district leadership and the community transparent access to the department. The CTE Coordinator meets with the central CTE instructional leadership team a four times monthly – two in a group setting and two one-on-one to discuss individual projects and needs. Central leaders disseminate information to campuses. These meetings serve to analyze data and performance, discuss strategies for achieving goals, adjust strategies as needed, and share successful lesson ideas. This ongoing, open communication keeps campus staff and central instructional leaders on a common pathway.

The newly formed leadership team for this grant will meet regularly to continuously shape, deliver, and improve the new CTE ECHS program in accordance with all grant and state guidelines.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Since 2009-2010, Alief ISD has operated the Alief Early College High School. This campus is also a collaboration with Houston Community College (HCC) and is located at HCC's Alief campus. Although only a few years old, this campus was one of just 26 schools in the state that TEA nominated as a Blue Ribbon School in 2016. That designation is tangible evidence of Alief's ability to design, implement, and sustain a successful, high-performing ECHS.

Alief also has an existing CTE program (not designated as an ECHS), in conjunction with Houston Community College, that provides students with a pathway to an AAS degree in Construction Technology, with specializations available in HVAC, Construction Technology, Welding & Plumbing, and Welding & Electrical. We are currently recruiting the third cohort for this existing program.

In addition to the Alief ECHS, the district has a long-standing relationship with HCC that covers multiple projects. Our existing Memorandum of Understanding details all current partnership agreements and will be updated to include the CTE ECHS.

The leadership team will meet regularly to address school design issues and evaluate performance progress. Members of the leadership team will have the authority to modify program design, curriculum development, and outreach activities. The leadership team will also continuously monitor performance progress for programmatic improvement.

Regular meetings involving all parties (the district, the community college, the university, and industry partners) will ensure ongoing commitment to the project's success.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Texas Success Initiative (TSI)	1.	Pre-assessment at the beginning of freshman year
		2.	TSI support activities ongoing throughout the year
		3.	TSI assessment in May of freshman year (baseline); and subsequent years
2.	Leadership/Partnership Team Meetings	1.	Monthly Leadership Team planning meetings
		2.	Quarterly meetings with IHE partners and industry partners
		3.	Quarterly meetings with local workforce development board
3.	Industry Experiences for Students	1.	Completion of yearlong bridge program during freshman year
		2.	Industry-specific field trips during freshman, sophomore, and junior years
		3.	Internships and mentor program with industry partners, junior/senior years
4.	College Credit Hours Earned	1.	60 college credit hours earned by high school graduation
		2.	
		3.	
5.	Teacher Collaboration and Professional Development Opportunities	1.	All staff AVID trained
		2.	Quarterly professional development opportunities
		3.	Monthly planning time for district and IHE partners

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Alief Biotechnology & Life Science Academy campus leaders will collaborate with the central CTE Department and the Guidance & Counseling Department to administer the TSI pre-assessment, the ongoing TSI support activities, and the TSI assessment; they will also work together to collect and analyze resulting data for the up to 60 students per grade level that will be served by the grant. Monthly leadership team meetings and quarterly college and industry partner meetings will be tracked using agendas and sign-in sheets, and maintained by the CTE Director and the innovative academy director. Data collected will include the number of meetings, as well as meeting dates. Data (enrollment, completion, success) on the yearlong bridge program, as well as the field trip and internship experiences (frequency, location, hours, effectiveness) will be collected by the campus counselor, and analyzed by the principal/director and the central CTE Department leaders. The campus and district leaders will work closely with the industry partner liaison to coordinate field trips and internships, particularly as enrollment grows with a new cohort each school year. Practical experience is built-in as a key component/requirement of the graduation plan for all students at the innovative academy. Data collected will include number and dates of field experiences. The counselor and director at the campus, as well as central CTE Department leadership, will collaborate with the community college liaison(s) to ensure all academy students are on track to acquire 60 college credit hours at the time of high school graduation. The counselor will oversee master scheduling to ensure enrollment in necessary courses for all students. Teacher collaboration between district and college/university staff will be document through agendas and sign-in sheets, and maintained by our campus leaders. Alief's Advanced Academics Coordinator will collaborate with the program director to enroll staff in the summer AVID training sessions. All other professional development sessions will be coordinated by the campus leadership, in conjunction with central district leadership (CTE, Professional Growth & Development). The campus director will ensure completion of required and recommended professional learning for all innovative academy teachers, and the Professional Growth & Development Department will officially document all professional development hours. All data described will be reported to the leadership team. Individuals on the leadership team have the experience and authority to identify and correct any problems with project delivery.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Statutory Requirement 1: The commissioner of education is required to establish and administer an early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program. Describe how the school will address each of the following:

- provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12;
- allow a participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree;
- include articulation agreements with colleges, universities, and technical schools in the state to provide a participating student access to postsecondary educational and training opportunities at a college, university, or technical school; and
- provide a participating student flexibility in class scheduling and academic mentoring (TEC §29.908(b)).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Alief Biotechnology and Life Science Innovative Academy is a school-within-a-school model that will focus on the Health Care Industry with a specialization in Pharmacy Technician. The Pharmacy Technician Certification Board is in the process of changing standards for all programs offering students the opportunity to earn a Pharmacy Technician certification. As a result, high school programs have to make plans to meet these changes and find partnering post-secondary institutions to work with. Alief ISD has chosen to partner with Houston Community College to ensure our students can continue to earn this valuable certification.

Students will earn credits towards an Associate of Applied Science (AAS) in Allied Health/Pharmacy Technician, earn an industry-recognized certificate in Pharmacy Technician, and/or earn an AAS degree while simultaneously earning a high school diploma. Students enrolled in the program will begin with entry-level courses to obtain the basic skills required in the pharmacy industry. This entry-level course will stack into an AAS in Allied Health/Pharmacy Technician, and in turn can be transferred to the University of Houston Downtown (UHD) where they can be applied to a Bachelor of Applied Arts and Sciences (BAAS) degree.

Academic courses such as English 1301, English 1302, Natural Science General Education Elective, and electives such as Humanities/Fine Arts, Social/Behavioral Science plus two general education electives can be taken as dual credit courses. Participation in complementary dual-credit courses is an essential component to successful program completion.

The courses in the Pharmacy Technician program are listed below showing how a student at the university level would take them. The plan for the Alief Biotechnology and Life Science Innovative Academy would be to overlay these over a student's freshman through senior years. Non-specified electives would be matched to Foundation Plan graduation requirements to ensure that all course work is counting towards both high school graduation and achievement of the AAS degree. Upon completion of the crosswalk shown below, students will earn a Foundation High School Diploma plus an AAS in Allied Health/Pharmacy Technician with a total semester hours of 55.

Upon completion of high school and the AAS in Allied Health/Pharmacy Technician, a student can transfer this AAS degree to the University of Houston Downtown and pursue a BAAS with a major in Applied Administration. UHD has developed this degree program to offer students that have completed the AAS degree the opportunity to prepare for promotion into supervisory and administrative positions. Houston Community College currently has an articulation agreement with UHD.

The degree plan has built-in flexibility for students when meeting a high school requirement by taking a dual credit course. For example, on the following chart a junior may choose to meet the general education elective by taking a university math course that would count toward their senior math elective. This would leave an open credit available during the senior year.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Statutory Requirement 1 (continued)

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crosswalk between HS Graduation Requirements and Allied Health AAS

School Year	Alief ISD Course	HCC Course
Freshman	English I Algebra I Social Studies Biology PE / Foundation of Fitness Foreign Language I Technology/Professional Comm	No dual credit courses
Summer Freshman	Summer Bridge – TSI Academy	
Sophomore	English II Geometry Science Elective Foreign Language II Fine Arts CTE-Principles Health Science (S) CTE-Pharmacology (Semester) CTE Elective (Semester) CTE Elective (Semester)	NA NA NA NA Humanities / Fine Arts General Elective HPRS 1201: Introduction to Health Professions PHRA 1301: Introduction to Pharmacy PHRA 1305: Drug Classification PHRA 1413: Community Pharmacy Practices
Summer Sophomore	CTE Elective	PHRA 1272: Professional Practices for Pharmacy Technicians
Junior	English III Math Elective US History Science Elective CTE Elective (Semester) CTE Elective (Semester) CTE Elective (Semester) Elective Elective	NA PHRA 1309: Pharmaceutical Mathematics I PHRA 1247: Pharmaceutical Mathematics II NA VNSG 1320: Anatomy and Physiology for AH PHRA 1449: Institutional Pharmacy Practice PHRA 1445: Compounding Sterile Preparations and Aseptic Techniques PHRA 1304: Pharmacotherapy and Disease Process General Education Elective General Education Elective
Summer Junior	CTE Elective	PHRA 1261: Clinical-Pharmacy
Senior	English IV Math Elective Government / Economics Science Elective Elective CTE Elective (Semester) CTE Elective (Semester) CTE Elective (Semester)	ENGL 1301: Composition I ENGL 1302: Composition II NA NA NA Social / Behavioral Science General Elective PHRA 2260: Clinical Pharmacy Technician/ Assistant PHRA 2261: Clinical Pharmacy Technician / Assistant (Capstone Class) PHRA 1243: Pharmacy Technician Cert Review

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

TEA Program Requirement 1: The applicant must identify, in partnership with its local workforce development board, high-demand occupations and programs of study that lead to these occupations. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Gulfcoast Workforce Development Area projections for 2010-2020 list the following occupations in the area of Health Technologists and Technicians:

Occupational Title	Annual Avg Employment 2010	Annual Avg Employment 2020	Number Change 2010-2020	Percent Growth 2010-2020
Medical and Clinical Laboratory Technologists	3,320	4,120	800	24.1%
Medical and Clinical Laboratory Technicians	3,120	3,880	760	24.4%
Dental Hygienists	2,610	3,450	840	32.2%
Cardiovascular Technologists and Technicians	780	1,140	360	46.2%
Diagnostic Medical Sonographers	870	1,370	500	57.5%
Nuclear Medicine Technologists	330	430	100	30.3%
Radiologic Technologists and Technicians	3,760	5,300	1,540	41.0%
Emergency Medical Technicians and Paramedics	3,540	4,830	1,290	36.4%
Dietetic Technicians	300	380	80	26.7%
Pharmacy Technicians	7,070	9,140	2,070	29.3%
Psychiatric Technicians	1,710	2,040	330	19.3%
Respiratory Therapy Technicians	300	350	50	16.7%
Surgical Technologists	2,250	2,930	680	30.2%
Veterinary Technologists and Technicians	2,090	3,000	910	43.5%
Licensed Practical and Licensed Vocational Nurses	14,600	18,920	4,320	29.6%
Medical Records and Health Information Technicians	3,890	5,100	1,210	31.1%
Opticians, Dispensing	970	1,190	220	22.7%
Orthotists and Prosthetists	70	80	10	14.3%
Health Technologists and Technicians, All Other	1,810	2,370	560	30.9%

The program of study that leads to the Pharmacy Technician occupation is outlined on pages 24 and 29 of this application.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

TEA Program Requirement 2: The applicant must enter into an agreement with at least one industry partner, which may include one or more employers within an industry. Describe how the partner will commit to the following for the grant period:

- Serve as an active member of the INDUSTRY CLUSTER NAME Innovative Academy ECHS Leadership Team.
- Provide cash or in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
- Ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.
- Actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
- Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Alief ISD has entered into partnership with Texas Injection Molding and with the West Houston Medical Center. In addition, we have agreements for students to participate in internships with Walgreens, Inc. Walgreens has expressed a significant need for student rotations in their pharmacies. This need aligns perfectly with our Pharmacy Technician dual credit program.

Identification of the Leadership Team for the Alief Biotechnology and Life Science Innovative Academy has begun. During the process of gaining commitments from our industry partners we have asked that they identify one current employee to serve on the Leadership Team. During the initial planning stages of the innovative academy, the meeting frequency of the Leadership Team will be greater but as the program develops the plan will be to meet a minimum of twice a year.

All three industry partners have committed in-kind contributions in the form of internships and salaries for a total in-kind contribution of \$213,640.

Industry Partner	In-Kind Contribution
Texas Injection Molding	\$19,880
West Houston Medical Center	\$116,000
Walgreens Inc.	\$77,760

Both Texas Injection Molding and the West Houston Medical Center have committed to providing job-shadowing, professional development, and mentorship opportunities for faculty of the Alief Biotechnology and Life Science Innovative Academy. This interaction will be key to the success of providing real world experiences to the students.

West Houston Medical Center, Houston Community College, and Alief ISD have an on-going partnership to ensure that all programs stay aligned to industry needs. This partnership will continue with the development of curriculum and implementation of the Alief Biotechnology and Life Science Innovative Academy.

The Pharmacy Technician program has a required component for clinical experiences throughout the program. West Houston Medical Center and Walgreens are existing partners to Alief's current Pharmacy Technician Certificate program. Both partners have committed to expanding this opportunity for the students who are working towards their Allied Health – Pharmacy Technician Track AAS degree.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

TEA Program Requirement 3: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must ensure that 100% of students have access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc. Applicants must provide a detailed plan that describes the industry experiences that will be made available to all INDUSTRY CLUSTER NAME Innovative Academy ECHS students throughout the student's high school career. The plan should build in rigor and responsibility as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Alief Biotechnology and Life Science Innovative Academy will provide students opportunities to participate in industry experiences utilizing the following model. The Allied Health – Pharmacy Technician Track has a built-in component for clinical rotation internship. In addition, the Pharmacy Technician Certification Board has a required number of clinical hours a student must complete prior to sitting for the certification exam. The current required hours are 160, but this number is increasing by 2020.

When	Activities to Support Industry Experiences
Freshman Year	<ul style="list-style-type: none"> Yearlong Bridge Program built into the school schedule to include: <ul style="list-style-type: none"> Field trip experiences showing students different career opportunities associated with the field of Pharmacy. Curriculum experiences addressing soft-skills as well as professional communications needed for success in the work force. Summer Bridge Program supporting TSI and career development.
Sophomore Year	<ul style="list-style-type: none"> Continued field trips showing students different career opportunities associated with the field of Pharmacy. Summer coursework towards degree plan with field experiences.
Junior Year	<ul style="list-style-type: none"> Continued field trips showing students different career opportunities associated with the field of Pharmacy. Field trips making the connection to continuing on to a BAAS program. Development of Mentor Program pairing students with industry representatives to provide real world connections to industry. Summer coursework in Pharmacy Clinical at retail locations.
Senior Year	<ul style="list-style-type: none"> Continue mentorship program. Opportunities for completion of college applications, grants, scholarships, etc. Coursework addressing Clinical Pharmacy Technician and Capstone Class placing students into retail and medical facility pharmacies.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

TEA Program Requirement 4: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Describe the responsibilities of the career counselor. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Alief Biotechnology & Life Science Innovative Academy career counselor will serve as a leader on campus to help provide opportunities for students to obtain knowledge and skills needed to achieve economically productive and responsible citizenship. The career counselor will help students develop a personal plan of study, and select courses that align with their graduation plan and postsecondary goals. The career counselor will mentor students – and oversee expanded mentorship as the program scales up to full capacity - to help them develop an accurate concept of self, and will assist students in achieving a mental and behavioral balance between their own needs and the demands of educational, career, and social environments. The counselor will facilitate Achieve Texas, Four Year High School Plans, student career planning conferences, as well as other career education activities.

Furthermore, the career counselor will ensure that all students have a viable postsecondary plan when they graduate. The career counselor will work closely with campus administration to help implement and communicate the program's goals and initiatives. The career counselor will assist in planning, implementing, and conducting staff development for teachers and administrators on campus to facilitate college access and readiness programs, and to create a college-going culture. The counselor will work one-on-one with students and parents to outline college access and readiness preparation activities each year that the student is in high school, beginning in grade 9. The counselor will plan and coordinate evening workshops for students and parents in the areas of career and college search, SAT and ACT registration and preparation, college admissions and the scholarship application process, and financial aid.

Another layer of the counselor position will be to maintain all essential data, perform transcript reviews, and verify PEIMS coding to ensure reporting accuracy.

The career counselor will also serve as a campus liaison for the central CTE Department, and will disseminate information to campuses by attending monthly counseling/central CTE team meetings and counseling/CTE professional development sessions and conferences.

The career counselor will also serve on the Alief Biotechnology & Life Science Innovative Academy leadership committee.

Additionally, the counselor will oversee the Summer Bridge Program. The Summer Bridge Program is a weeklong half day program that held at the HCC Alief campus. During the summer bridge, students work on team building, setting up their HCC email and email etiquette so they know how to correctly email their instructors, and work on How to Be a Successful College Student. The students receive their planners and staff talks about the importance of time management and organization along with study skills. Students learn what it will be like to be in a college class and use it as a refresher for those who are in their 2nd year and beyond with the program. Alief also holds a Parent Evening during this week in the evening to explain the guidelines and procedures along with ways that the parents can help their students be successful. At the end of the meeting, staff collects the remaining paperwork needed from the parents.

The counselor will also oversee the Yearlong Bridge Program. The Yearlong Bridge Program occurs one day a week for 9th grade students who have not started their HCC classes yet and two days a week for students that attend classes at HCC. During the Yearlong Bridge Program, the students take their TSI pre-assessment and watch the HCC required tutorials related to the pre-assessment during the first few days. Once the students have been assessed, the math and English tutors utilize the data from the pre-assessment to create tutorials for the students in TSI to be successful. The TSI tutorials are for all of the students in the CTE ECHS program.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

TEA Program Requirement 5: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must describe at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Priority points may be awarded for describing multiple programs of study. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Alief ISD works closely with the Greater Houston Partnership and the Gulf Coast Workforce Board to ensure that program development aligns with industry needs.

The Greater Houston Partnership Employment Forecast for 2016 states that nearly one in nine job holders in Houston work in the health care industry. They predict employment in this market will continue to grow regardless of what happens in the rest of the economy. This sector has added over 48,000 jobs in the past five years and the forecast anticipates that pattern will continue.

The Gulf Coast Workforce Board showed an increase of 29.3% for Pharmacy Technicians between the year 2010 and 2020. This information was based upon census data collected in 2010. They anticipate an average of 330 job openings per year during this time frame. This is a combination of new positions as well as replacement positions.

This trend continues to be evident in The Gulf Coast Workforce Board August 2016 employment data which was released on September 16, 2016. According to this report, the largest numbers of new jobs created have been in industry sectors such as Leisure & Hospitality, Educational & Health Services, Retail Trade, and Government.

The sequencing of courses that will lead to a career as a Pharmacy Technician will include:

- HPRS 1201: Introduction to Health Professions;
- PHRA 1301: Introduction to Pharmacy;
- PHRA 1305: Drug Classification;
- PHRA 1413: Community Pharmacy Practices;
- PHRA 1309: Pharmaceutical Mathematics I;
- PHRA 1247: Pharmaceutical Mathematics II;
- PHRA 1449: Institutional Pharmacy Practice;
- PHRA 1445: Compounding Sterile Preparations and Aseptic Techniques;
- PHRA 1304: Pharmacotherapy and Disease Process;
- PHRA 1261: Clinical-Pharmacy;
- PHRA 2260: Clinical Pharmacy Technician/Assistant;
- PHRA 2261: Clinical Pharmacy Technician /Assistant (Capstone Class); and
- PHRA 1243: Pharmacy Technician Cert Review.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

TEA Program Requirement 6: The applicant must provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study to complete a bachelor's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Biotechnology and Life Science Innovative Academy will provide students the opportunity to earn the Allied Health/Pharmacy Technician AAS degree.

Upon graduation from Alief ISD, students can seamlessly move with their completed AAS degree to the University of Houston Downtown where they can then complete their Bachelor of Applied Art and Science (BAAS) degree. UHD has the following requirements to declare a major in Applied Administration:

- Students must hold an Associate of Applied Science (AAS) degree that included an integrated block of workforce development technical/occupational courses in business, paralegal, health, technology, and other fields.
- Currently admitted students who have not previously attended UHD must have a GPA of 2.5 or higher.
- Students must be TSI complete.

Applied Administration major requirements for the BAAS degree will include the following:

30 hours from the following	9 hours from Prescribed Electives
AA 3301: Professional Ethics	AA 4301: Administering Budgets & Cost Centers
AA 3302: Administrative Communication	AA 4303: Economics for Administrators
or	AA 4306: Administration of Technological Resources
ENG 3302: Business & Technical Report Writing	AA 4307: Network Security Administration
AA 3303: Information Technology Administration	AA 4308: Global Economic Environment
AA 3304: Budgeting for Administrators	AA 4380: Field Experience in Applied Admin
AA 3305: Human Resource Administration	AA 4390: Special Topics in Applied Admin
AA 3306: Decision Making Skills for Administrators	AA 4399: Directed Study in Applied Admin
AA 3307: Administrative Leadership	PSY 3301: Industrial/Organizational Psychology
AA 3308: Negotiation and Mediation	POLS 4319: Non-Profit Organizations in American Society
AA 3310: Administering Organizational Change	3 hours from Free Upper Division Electives
AA 4305: Project Administration	Student choice with guidelines

The total number of hours required for a BAAS with a major in Applied Administration is 120 credit hours.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

TEA Program Requirement 7: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must develop and maintain an ECHS Career Preparation Academy Leadership Team that meets regularly to address issues of curriculum, school design, and sustainability. The leadership team must consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity. The leadership team must consist of the following:

- a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and ECHS Career Preparation Academy principal or director
 - b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison
 - c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
 - d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
- Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ECHS Career Preparation Academy Leadership Team will consist of:

- a. HD Chambers, Superintendent
Ava Montgomery, Deputy Superintendent of Instruction
Charles Woods, Deputy Superintendent of Business
Hilda Rodriguez, Assistant Superintendent of Support Services
Dr. Elizabeth Veloz-Powell, Assistant Superintendent of Human Resources
Maggie Cuellar, Area Superintendent
Dr. Sue Page, Area Superintendent
Nancy Trent, Area Superintendent
Kathy Jahn, Executive Director of Curriculum & Instruction
Joni Maniatis, Director of Curriculum & Instruction
Bill Marshall, Director of Career & Technical Education
Kimberly Crow, Coordinator of Career & Technical Education
TBD, Principal of the Alief Biotechnology & Life Science Innovative Academy
TBD, Career Counselor of the Alief Biotechnology & Life Science Innovative Academy
Tyra Walker, Director of Guidance & Counseling
Dr. Crystal Collins, Coordinator of Counseling
Karla Kessler, Director of Federal Programs & Grants
Dr. Karen Jacobs, Coordinator of Secondary Science
Anne Hoskin, Coordinator of Secondary Mathematics
JoAnn Williams, Coordinator of Secondary English/Language Arts
Gretchen Gaskins, Coordinator of Social Studies
Susan Chiboroski, Coordinator of Fine Arts
Patty Cantu, Director of Second Language Education
Dr. Katharine Garcia, Coordinator of Second Language Education
Pam Lowe, Director of Instructional Technology
Vicki Fisher, Coordinator of Digital Literacy
Martha Bissett, Director of Special Education
DeaAnn Baker, Special Education Compliance Coordinator
Robin Jenkins, Special Education Content Coordinator
Tracy Scholz, Coordinator of Advanced Academics
Kimberly Smith, Director of Communications & Public Relations
Dee Jones, Business & Community Partnership Coordinator
Wally Rakestraw, Director of Desktop Computing
Samantha Tung, Compliance Coordinator
Jeannie Knierim, Career & Technical Education Instructional Specialist
Zack Ward, Competitive Grants Specialist
- b. Dr. Cesar Maldonado, Chancellor of Houston Community College
Scott Godley, P-16 Director, Houston Community College

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

TEA Program Requirement 8: The applicant must describe a proposed sustainability plan to ensure that the school will continue to meet the goals of the INDUSTRY CLUSTER NAME Innovative Academy ECHS beyond period of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A key component of the sustainability of the new ECHS is the emphasis on Career & Technical Education and dual credit courses in Alief's Board Priorities.

Alief's proposed school-within-a-school model allows for ongoing sustainability without the need for a separate permanent facility. The district's facilities management team has committed to the availability of portable buildings, if needed, in the future as the school scales up to full capacity.

Newly created positions using grant funding will transition to district funding at the end of the grant period. In January 2018, the budget committee will begin drafting the 2018-2019 budget and will include costs for expansion, growth, and maintenance of the Alief Biotechnology & Life Science Innovative Academy.

This follows the model used to successfully sustain the Alief Early College High School that was established in 2009.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

TEA Program Requirement 9: FOR NEW EARLY COLLEGE HIGH SCHOOLS ONLY – The applicant must describe a school plan that serves grades 9 through 12 and targets and enrolls a majority of students who are at risk of dropping out of school (at risk, economically disadvantaged, English language learners, and first-generation college goers) or who wish to accelerate completion of the high school program, and attempts to serve no more than 100 students per grade level in grades 9-12. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The plan for our new Biotechnology & Life Science ECHS is to serve 60 students in each grade level, scaled up to 240 at full capacity. Alief will aim to recruit approximately 75 8th grade students, with the target of retaining 60 for the inaugural class.

Alief's total student population is considerably high in the areas of At Risk (70%), Economically Disadvantaged (85%), and Limited English Proficient (41%). The student cohorts for the new ECHS will be reflective of the district demographics.

The student recruitment process will begin with awareness activities for 8th grade students and families at all six of our middle schools. These activities will include family nights and industry cluster nights hosted by the CTE Department, as well as promotions at our middle school campuses, and advertisements on our district web site and Twitter feed.

Every 7th grade student in Alief completes an electronic career inventory. This survey allows students to explore career pathways that match their personal interests. As the CTE Department conducts the awareness activities, special focus will be given to 8th grade students who showed an interest in health science on their career inventory the previous year.

Once the cohort is identified and enrolled in the program, several activities and strategies for parental and community involvement are available to encourage high school completion and success. The Career & Technical Education Department hosts an annual parent night at Houston Community College's Alief campus to provide information about dual credit courses and how the dual credit process works. The district's Family & Community Engagement department operates a family center at each campus, including the high school that will host the new ECHS in a school-within-a-school model. A full time family liaison works in the family center to provide a wide variety of assistance to the parents and families of our students. Each spring, Alief hosts Family U – a one day conference featuring guest speakers who specialize in topics such as academic connections and home-to-school strategies for academic success. Family U is offered for free to any family of an Alief student. Alief also hosts an annual college fair to provide information on college access and options, financial aid, and the application process. Our counselors, including the new career counselor for the ECHS, work one-on-one with parents and students to identify interests, select pathways, and plan for postsecondary success. The district gives access to the Parent Portal online for families to access information, tools, and websites that help with academic success and career/future planning. Naviance is another tool available to our families and students to explore college and career options and prepare for postsecondary success. The Family & Community Engagement Department offers video tutorials for many of the strategies and activities mentioned here, including Naviance and the home access center online. Finally, the Family & Community Engagement Department recently began conducting college and technical school tours for parents only. Traditional college tours almost always involve the students only, often leaving parents in the dark about opportunities and vital information. These tours are another way for the district to provide equitable access for our predominately low socioeconomic population of students and families.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #20—Outside Sources of Income and Pre-Existing Content

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 1: Outside Sources of Income. Report any non-TEA income used to support or develop the identified TEA-funded project if the content, products, or materials created using grant funds are to be commercialized.

NOTE: The grand total from this part of this schedule does not transfer to Schedule #6—Program Budget Summary.

☐ Not applicable. The contents, products, and/or materials created using grant funds will not be commercialized. (If in the future it is determined that the content, products, and/or materials will be commercialized, the IHE applicant must contact the Division of Grants Administration at grants@tea.texas.gov).

#	Grantor	Grant Period	Amount
1			\$
2			\$
3			\$
4			\$
5	Total:		\$

Part 2: Pre-Existing Content. On this part of the schedule, list by title all items of pre-existing content that were not funded with TEA funds.

The provisions of any and all memoranda of understanding between TEA and the IHE applicant regarding copyrights in works created by the IHE applicant, and/or its component institutions, with TEA funding, are incorporated herein.

☐ Not applicable. No product, document, or content existed prior to receipt of grant funds from TEA.

#	Title	Date Developed
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

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HOUSTON COMMUNITY COLLEGE
OFFICE OF GENERAL COUNSEL

CONTRACT REVIEW CERTIFICATION

DATE	9/27/16
CONTRACT NUMBER	3743
CONTRACT TYPE	Partnership Agreement for Dual Credit/HB5 Courses/Early College High School/CTE Early College High School/Data Sharing/Articulated Courses
CONTRACT ORIGINATOR/ SUBMITTING DEPT.	Dr. Kimberly Beatty
VENDOR NAME	Alief ISD
ASSIGNED ATTORNEY	Y. Nicole Montgomery

OFFICE OF GENERAL COUNSEL CERTIFICATION:

The General Counsel's Office approves this contract only as to legal form and not substance. The Office of General Counsel's approval is not a substitute for administration review in accordance with the College's policies, procedures, or processes. All applicable departments and administrative authorities shall review and approve the provisions of the contract that are within their area of responsibility.

I have reviewed the aforementioned contract entirely and attest that it is in acceptable legal form and ready for final execution. The contract is not otherwise objectionable on legal, as opposed to administrative, grounds; except as noted in any attached memorandum.

Signature: _____

Date: _____

Y. Nicole Montgomery
10-3-16

The CONTRACT ORIGINATOR/SUBMITTING DEPARTMENT understands and acknowledges:

- 1) If, applicable, the goods/services covered by the contract have been procured in accordance with all applicable provisions of Texas law, regulations, and HCC's policies and procedures;
- 2) All applicable HCC policies, procedures, and processes have been followed and all appropriate departments have approved the provisions in the contract that are within their area of responsibility;
- 3) Confirms that all business terms and provisions are clearly and accurately stated;
- 4) Confirms review and approval of the contract; and
- 5) Ensures the contract is in compliance with all applicable laws and regulations.

Please notify Sharon Flowers (x88228) if there are any concerns with the above.



**PARTNERSHIP AGREEMENT
BETWEEN
HOUSTON COMMUNITY COLLEGE
AND
ALIEF INDEPENDENT SCHOOL DISTRICT FOR
DUAL CREDIT /HB 5 COURSES /EARLY COLLEGE HIGH SCHOOL/CTE EARLY
COLLEGE HIGH SCHOOL/DATA SHARING/ARTICULATED COURSES**

This Partnership Agreement is entered into by and between **Houston Community College Systems ("HCC")**, a public community college district organized under Chapter 130 of the Texas Education Code, whose main office address is at 3100 Main Street, Houston, Texas, 77002, and **ALIEF INDEPENDENT SCHOOL DISTRICT ("AISD")**, a public Texas charter school district whose main office address is, 4250 Cook Road, Houston, Texas 77072 (individually, "Party and collectively, "Parties"), effective as of August 1, 2016 ("Effective Date").

RECITALS

WHEREAS, HCC and AISD desire and agree to partner to offer dual credit classes, college prep classes, early college programs, articulated courses, and share student data; and

WHEREAS, the purpose of this Agreement is to describe the entire relationship between the Parties including the benefits each may receive; and

WHEREAS, the Parties have entered into such similar partnerships and wish to restate their responsibilities and obligations; and

WHEREAS, the Parties find that it is within their mission and purpose to enter into such a partnership; and

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained in this Agreement and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, HCC and AISD, intending to be legally bound, agree as follows:

TERMS AND CONDITIONS

1. Scope of Agreement

The Parties shall partner to provide the courses and Programs in accordance with the general obligations and responsibilities of each Party as set out in this Agreement and the Exhibits below, which are hereby incorporated for all purposes and made part of this Agreement:

- A. Exhibit A: Dual Credit Courses
- B. Exhibit B: College Prep Math and College Prep English Courses (HB5)
- C. Exhibit C: Data Sharing
- D. Exhibit D: Alief Early College High School
- E. Exhibit E: CTE Early College High School Programs
- F. Exhibit F: Articulated Courses

2. Term and Termination

The contract term of this Agreement shall be in effect from August 1, 2016 to July 31, 2019 unless renewed or earlier terminated. Either Party may terminate this Agreement with or without cause upon one-hundred and twenty (120) days prior written notice to the other Party. In the event of such termination, unless otherwise agreed by the Parties, the date of termination shall be the last day of the current semester or year of the then current term.

3. Principles for Partnership

In furtherance of the objectives of this partnership, the Parties acknowledge the following principles of the partnership:

- A. Establishment of a full and equal partnership between HCC and AISD that allows a flexible and creative response to the organizational, mission, and fiscal needs of both institutions.
- B. Collaboration in planning, implementation, and continuous improvement of programs, including the provision for faculty, staff, and administration; curriculum development; training; and student services.
- C. Provision of college readiness and dual credit courses for which students might qualify.
- D. Inclusion of personal/civic development programs that provide service learning and other external learning experiences for all students.

- E. Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal, and private/foundation sources to operate the programs successfully and at a cost-neutral basis for both parties.
- F. Shared use of facilities, including designated classrooms, labs, offices, restrooms and libraries that reduce the operating cost and promotes collaboration of students, faculty, staff, and community members in the program success.
- G. Selection of students that reflects the diversity of Houston.

4. Program Commitments

- A. The programs covered under this Agreement include Dual Credit courses, College Prep Mathematics and English courses (HB5), Alief Early College High School Programs, CTE Early College High School Programs, Articulated Courses, and Academic Programs ("Programs"), which are more specifically set out in the applicable Exhibit attached to this Agreement and referenced in Article 1 above. This Agreement will also cover the transferring and sharing of student data between the Parties in support of these programs.

The Parties commit to:

1. Collaborate in the design and execution of challenging and innovative instructional programs (including CTE and Academic Early College, Dual Credit, Articulated Courses, and College Prep Math and College Prep English courses).
2. Comply with all applicable guidelines, standards and requirements in the offering of the programs, including but not limited to regulations promulgated by the Texas Higher Education Coordinating Board (THECB), the Southern Association of Colleges and Schools (SACS), and the Texas Education Agency (TEA).
3. Schedule classes in support of these programs.
4. Recruit eligible students.
5. Evaluate the programs and share student data in order to track and evaluate student and program successes.
6. Market the partnership.

5. Understanding of the Parties

- A. Nothing in this Agreement is to be construed as transferring responsibility from one Party to the other.
- B. Each Party will comply with all state and federal laws applicable to this Agreement, including but not limited to the Family Educational Rights and Privacy Act (FERPA), Title VI of the Civil Rights Act of 1964, as amended; Title VII of the Civil Rights Act; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; the Americans with Disabilities Act of 1990, as amended; applicable provisions of the Texas Education Code and Texas Government Code; and applicable HCC policies and procedures.
- C. Subject to the applicable laws and to the regulations of the respective Parties, information, data and reports of cooperative activities carried out under this Agreement may be released by a Party with the consent of the other Party or as otherwise may be required by conditions and circumstances in connection with the program or as required by law.
- D. In the event that a AISD student engages in conduct that would result in disciplinary action against such AISD student, HCC agrees to inform AISD of the conduct prior to the finalization of any HCC disciplinary action against the student. However, HCC shall have the right to demand immediate removal of any student, including a AISD student, from its premises, upon a determination by the HCC administrator in charge that such student poses an immediate threat to the safety of HCC's students, clients, faculty, staff, volunteers, and patrons or to the orderly functioning of HCC.
- E. Both Parties understand the safety and security risks inherent with minors and agree that certain risks may be unforeseeable. Further, the Parties agree that the public safety departments from both HCC and AISD will collaborate to develop and/or review safety and security standards and/or guidelines, including emergency response, within thirty (30) days of both Parties executing the Agreement.
- F. In accordance with the Family Educational Rights and Privacy Act (FERPA), HCC and AISD will protect AISD students' privacy and guard against the unauthorized release of identifying student information and records, and comply with all applicable requirements of FERPA.

6. Insurance

- A. AISD shall obtain and maintain in force for the duration of this Agreement and any extensions thereof, at AISD's sole expense, all insurance required by state or federal law, including but not limited to workers' compensation, unemployment insurance and automobile liability insurance. AISD will supply evidence of such insurance to HCC Risk Management or obtain Waiver of Insurance from HCC Risk Management prior to performing services.

- B. All policies will name HCC as an Additional Insured. A Waiver of Subrogation in favor of HCC and ninety (90) day notice of cancellation is required on all policies. Certificates of insurance verifying the foregoing requirements will be provided to HCC prior to commencement of any services under this Agreement. If a policy contains deductible provisions, AISD will be responsible for payment of the deductible amount for any claim(s) or the pursuit of any claim(s) or asserted claim(s) against HCC, its agents, employees or representatives.
- C. The original Verification of Insurance Coverage will be forwarded to:

HCC:

Houston Community College
Attn: Risk Management
P.O. Box 667517
Houston, TX 77266-7517

AISD's failure to comply with the requirements of this section shall be considered a breach of this Agreement.

7. Indemnification.

- A. **TO THE EXTENT ALLOWED BY THE LAWS OF THE STATE OF TEXAS, AISD AGREES TO INDEMNIFY, RELEASE, AND HOLD HCC AND HCC'S TRUSTEES, OFFICERS, AGENTS, AND EMPLOYEES (collectively "HCC"), HARMLESS FROM ANY AND ALL CLAIMS, DEMANDS, CAUSES OF ACTION, AND LIABILITIES (each as used herein shall be referred to as "Claim") OF ANY TYPE OR ANY NATURE WHATSOEVER (INCLUDING COSTS AND REASONABLE LEGAL AND EXPERT FEES) FOR DAMAGE TO, LOSS OF, OR DESTRUCTION OF ANY TANGIBLE PROPERTY OR BODILY INJURY OR DEATH TO ANY PERSON, ARISING FROM, IN CONNECTION WITH, OR ANY WAY INCIDENT TO THIS AGREEMENT, TO THE EXTENT FINALLY DETERMINED TO HAVE BEEN CAUSED BY HCC IN PERFORMANCE OF THIS AGREEMENT.**

8. Criminal History Background Check Requirements

- A. Pursuant to Sections 22.0834 and 22.085 of the Texas Education Code, HCC hereby certifies that all employees and contractors of HCC who are hired by HCC on or after January 1, 2008, and who have continuing duties under this Agreement; and have or will have direct contact with students, have passed a national criminal history background record information review as required by those sections.
- B. HCC shall send or ensure that its employees and contractors send to the Texas Department of Public Safety ("DPS") information that is required by the DPS for

obtaining national criminal history record information, which may include fingerprints and photographs. DPS shall obtain the person's national criminal history record information and report the results through the criminal history clearinghouse as provided by Section 4110845, Government Code.

- C. HCC must also obtain certifications from all contractors that their employees to whom paragraph a of this Article 8 applies have also passed a national criminal history background record information review.

9. Records Retention and Audits

- A. The Parties shall comply with all applicable laws regarding records including but not limited to, the Family Educational and Privacy Rights Act ("FERPA"), the Freedom of Information Act ("FOIA"), the Texas Public Information Act ("TPIA"), and the Texas Records Retention laws ("RR laws").
- B. All records and reports generated, prepared, assembled, or maintained by AISD in relation to this Agreement shall be available for review, inspection, and audit by HCC and its auditors. Copies will be made available upon request and in conformity with FERPA, the FOIA, the TPIA, and the RR laws.
- C. AISD understands that acceptance of funds under the Agreement constitutes acceptance of the authority of the Texas State Auditor's Office, or any successor agency (collectively, "Auditor") to conduct and audit or investigation in connection with any state funds distributed in furtherance of this Agreement. AISD agrees to cooperate with the Auditor in the conduct of the audit or investigation, including without limitation providing all records requested.

10. Confidential and Proprietary Information

The Parties may provide technical information, documentation and expertise to each other that is either (1) marked as being confidential, or (2) if delivered in oral form, is summarized in writing within 10 working days and identified as being confidential ("Confidential Information"). The receiving party shall for a period of five (5) years from the date of disclosure (1) hold the disclosing party's Confidential Information in strict confidence, and (2) except as previously authorized in writing by the disclosing party, not publish or disclose the disclosing party's Confidential Information to anyone other than the receiving party's employees on a need-to-know basis, and (3) use the disclosing party's Confidential Information solely for performance of this Agreement. The foregoing requirement shall not apply to any portion of a party's confidential information which (a) becomes publicly known through no wrongful act or omission on the part of the receiving party, (b) is already known to the receiving party at the time of the disclosure without similar nondisclosure obligations; (c) is rightfully received by the receiving party from a third party without similar nondisclosure obligations; (d) is approved for release by written authorization of the disclosing party, (e) is clearly

demonstrated by the receiving party to have been independently developed by the receiving party without access to the disclosing party's Confidential Information; or (f) is required to be disclosed by order of a court or governmental body or by applicable law, provided that the party intending to make such a required disclosure shall promptly notify the other party of such intended disclosure in order to allow such party seek protective order or other remedy.

11. Debarment and Suspension

HCC and AISD certify that it is not presently debarred, suspended for debarment, declared ineligible or voluntarily excluded from covered transactions by any federal department or agency.

12. General Provisions

A. Relationship of the Parties.

It is understood and agreed that Parties are separate legal entities from each other and neither it nor any of the respective employees, volunteers, or agents contracted by it shall be deemed for any purposes to be employees or agents of the other Party. Each Party and its contractors assume full responsibility for the actions of their personnel and volunteers while performing any services under or incident to this Agreement, and shall remain solely responsible for their supervision, daily direction and control, payment of salary (including withholding of supervision, daily direction and control, payment of salary (including withholding of income taxes and social security), workers' compensation, disability benefits and like requirements and obligations. Nothing in this Agreement shall be deemed or construed to create any third party beneficiaries or otherwise give any third party any claim or right of action against any Party to this Agreement.

B. No Personal Liability

Nothing in this Agreement may be construed as creating any personal liability on the part of any officer, director, trustee, employee or agent of HCC or AISD, and the Parties expressly agree that the execution of this Agreement does not create any personal liability on the part of any officer, director, trustee, employee or agent of HCC or AISD. The Parties shall be responsible for their own acts of negligence.

These provisions are solely for the benefit of the Parties hereto and not for the benefit of any person or entity not a party to this Agreement. No provisions shall be deemed a waiver of any defenses available by law, including, but not limited to, governmental immunity.

C. Notice

Any notice required to be given under the provisions of this Agreement, shall be in writing and shall be duly served when it shall be hand-delivered to the addressees set out

below, or shall have been deposited, duly registered or certified, return receipt requested, in a United States Post Office addressed to the other party at the following addresses:

To: Houston Community College
Attn: Cesar Maldonado, Ph. D., P.E., PMP
Chancellor
3100 Main Street
Houston, TX 77002

To: Alief Independent School District
Attn: HD Chambers, Superintendent
4250 Cook Road
Houston Texas 77072

Any Party may designate a different address by giving the other party ten (10) days prior written notice in the manner provided above.

D. No Waiver of Immunity

Neither HCC nor AISD waives or relinquishes any immunity of defense on behalf of itself, its trustees, officers, employees, and agents as a result of its execution of this Agreement and performance of the functions or obligations described herein.

E. Authorization of Agreement.

Each party represents and warrants to the other that the execution of this Agreement has been duly authorized, and that this Agreement constitutes a valid and enforceable obligation of such party according to its terms. No Waiver

F. No Waiver of Breach

No waiver of a breach of any provision of this Agreement shall be construed to be a waiver of any breach of any other provision. No delay in acting with regard to any breach of any provision shall be construed to be a waiver of such breach.

G. No Assignment

No assignment of this Agreement or of any duty or obligation or performance hereunder shall be made in whole or in part by either party without the prior written consent of the other party.

H. Governing Law; Venue

Parties agree that this Agreement will be construed by the laws of the State of Texas (exclusive of its conflict of laws provision), and venue for purposes of claims, or litigation shall be Houston, Harris County, Texas.

I. Section Headings

The headings of sections contained in this Agreement are for convenience only, and they shall not, expressly or by implication, limit, define, extend, or construe the terms or provisions of the sections of this Agreement.

13. Complete Understanding

This Agreement shall constitute the complete understanding of HCC and AISD, and may not be modified in any manner without the express written consent of both Parties and supersedes any other representations, agreements, arrangements, negotiations, or understanding, oral or written, between the Parties of the Agreement.

By signing the Agreement, both parties affirm that there is no personal or financial conflict of interest between its employees and contractors or their families and the institution.

This Agreement is executed in counterparts, each of which shall have the full force and effect of an original Agreement, and each of which shall constitute but one and the same instrument.

HCC and AISD have executed and delivered this Agreement to be effective as of the Effective Date.

Alief Independent School District

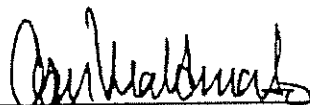
By: _____

Name: _____

Title: _____

Date: _____

Houston Community College

By:  _____

Name: Cesar Maldonado, Ph.D., P.E.
Chancellor
Houston Community College

Title: _____

Date: _____

Exhibits Included:

- Exhibit A: Dual Credit Courses
- Exhibit B: College Prep Math and College Prep English Courses
- Exhibit C: Data Sharing
- Exhibit D: Alief Early College High School
- Exhibit E: CTE Early College High School Programs
- Exhibit F: Articulated Courses

Exhibit. A.

Eligible Dual Credit Courses

Courses offered for dual credit by HCC must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual adopted by the Texas Higher Education Coordinating Board (THECB) or as college-level workforce education courses in the current edition of the Workforce Education Course Manual adopted by the THECB. In addition, Texas law allows school districts in Harris County and surrounding counties to contract with any of the 10 community college districts in the region to provide dual credit programs, to the benefit of students who would have expanded choices of programs and more opportunities to earn college credit and career training. Presently, AISD can work with another community college system if the chancellor at Houston Community College (HCC) signs off on Texas state waiver of service, commonly considered the "right of first refusal." However, this is still a limitation, because HCC has the authority to decline the waiver.

(A) Eligibility:

- (1) A high school student is eligible to enroll in HCC dual credit courses if the student:
 - (a) Demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative (TSI) on relevant section(s) of the TSI assessment instrument; or
 - (b) Demonstrates that he or she is exempt under the provisions of the Texas Success Initiative and is otherwise approved by HCC according to the provisions indicated below.
- (2) A high school student is also eligible to enroll in HCC academic dual credit courses under the following conditions:
 - (a) A student achieves a minimum designated Level 2 final phase-in score (i.e. 4000 or higher) on the Algebra I end-of-course assessment and/or the English II Reading (i.e. 2000 or higher) or English II Writing end-of-course assessments (i.e. 2000 or higher), relevant to the courses to be attempted. An eligible high school student who has enrolled in dual credit courses under this provision shall not be required to demonstrate further evidence of eligibility to enroll in dual credit courses; or
 - (b) The student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the Critical Reading and/or Mathematics test relevant to the courses to be attempted. An eligible high school student who has

enrolled in dual credit under this provision must demonstrate eligibility to enroll in dual credit courses in subsequent grades; or

- (c) The student achieves a composite score of 23 on the PLAN with a 19 or higher in Mathematics and English. An eligible high school student who has enrolled in dual credit under this provision must demonstrate eligibility to enroll in dual credit courses in the subsequent grade.
- (3) A high school student is eligible to enroll in HCC workforce education dual credit courses as follows:
- (a) Level One certificate courses: no testing or end-of-course assessment minimum required.
 - (b) Level Two certificate courses: the student must demonstrate that he or she has achieved the designated minimum final phase-in score on the Algebra I (i.e. 3872 or higher) end-of-course assessment and/or the English II reading (i.e. 1929 or higher) or English II Writing (i.e. 1928 or higher) end-of-course assessments relevant to the courses to be attempted.
 - (c) A student may enroll only in the workforce education dual credit courses for which the student has demonstrated eligibility.
 - (d) A student who is exempt from taking TAKS or STAAR end-of-course assessments may be otherwise evaluated by an institution to determine eligibility for enrolling in workforce education dual credit courses.
- (4) Students who are enrolled in private or non-accredited secondary schools or who are home- schooled must satisfy paragraphs (1) – (3) of this subsection.
- (5) To be eligible for enrollment in an HCC dual credit course, students must meet all of the college's regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test, minimum grade in a specified previous course, etc.)
- (a) Students wishing to enroll in more than two dual credit courses per semester at HCC must meet the guidelines established by mutual agreement between HCC and AISD.
 - (b) HCC and AISD agree that a student enrolling in more than two dual credit courses in a semester must pass all courses during that semester with a grade of C or better to continue to enroll in more than two dual credit courses in following semesters.
 - (c) This provision does not apply to students enrolled in approved early college high school programs.
- (6) HCC may impose additional requirements for enrollment in courses for dual credit that do not conflict with this section.

- (7) Freshmen and sophomore students at AISD wishing to enroll in dual credit courses must have principal or counselor recommendation for consideration to take a dual credit course.
- (8) HCC will make final decisions of which dual credit courses available for such freshmen and sophomore students.

(B) Location of Class:

- (1) Dual credit courses may be taught on the HCC campus or on the AISD campus. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically, HCC will comply with applicable THECB rules and procedures for offering courses at a distance.
- (2) In addition, dual credit courses taught electronically shall comply with the THECB's adopted Principles of Good Practice for Courses Offered Electronically and offered at the discretion of the College.

(C) Composition of Class:

Dual credit courses may be composed of dual credit students only or of dual and college credit students. Exceptions for a mixed class, which would also include high school credit-only students, may be allowed only under one of the following conditions:

- (1) If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course; or
- (2) If the high school credit-only students are College Board Advanced Placement students; or
- (3) If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credit.

(D) Faculty Selection, Supervision and Evaluation

- (1) HCC shall select instructors of dual credit courses. These instructors must be regularly employed faculty members of the College or must meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools) and approval procedures used by the College to select faculty responsible for teaching the same courses at the main campus of the college; and
- (2) HCC shall supervise and evaluate instructors of dual credit courses using the same or comparable procedures used for faculty at the main campus of the college.

(E) Course Curriculum, Instruction and Grading

HCC shall ensure that a dual credit course and the corresponding course offered at the main campus of the College are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards must be upheld regardless of the student composition of the class.

(F) Funding

- (1) Dual credit courses are offered free of charge to any AISD student who lives in-district. Students who live out-of-district must pay the out-of-district fees.
- (2) The state funding for dual credit courses will be available to both public school districts and colleges based on the current funding rules of the State Board of Education and the Board.
- (3) HCC may only claim funding for students getting college credit in core curriculum, career and technical education, and foreign language dual credit courses.
- (4) This provision does not apply to students enrolled in approved Early College High School programs.
- (5) HCC may waive all or part of tuition and fees for a Texas high school student enrolled in a course for which the student may receive dual course credit.

(G) Academic Policies and Student Support Services

- (1) Regular academic policies applicable to courses taught at the HCC main campus must also apply to dual credit courses. These policies could include the appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, etc.; and
- (2) Students in dual credit courses must be eligible to utilize the same or comparable support services that are afforded college students on the main campus. HCC is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible. Disability-related accommodations in a course for which college credit is awarded will be assigned by HCC's Ability Services in accordance with current HCC policies, procedures, and applicable laws that govern the College. Students requesting accommodations are required to self-disclose with the appropriate HCC Ability Services office. Service coordination and costs of required accommodations will be afforded through a collaborative effort.

(H) Transcription of Credit

For dual credit courses, high school as well as college credit should be transcribed immediately upon a student's completion of the performance required in the course.

Exhibit B
College Prep Math and College Prep English Courses (HB5)

HCC and AISD agree to collaborate to develop and maintain College Prep Math and College Prep English courses that meet the requirements under Texas Education Code Section 28.014 which states that each school district shall partner with at least one institution of higher education to develop and provide courses in College Preparatory Mathematics and College Preparatory English.

- (1) HCC agrees to provide Student Learning Outcomes for the courses being offered, provide syllabi of the courses being offered, and provide the departmental final exams for the courses no later than three weeks prior to the administration of the exams.
- (2) HCC agrees to the following for both the Mathematics and Developmental Reading and Writing (INRW) courses:
 - (a) To post TSI exemption status for the component area relevant to the HB 5 course(s) passed on the student's official HCC transcript;
 - (b) To share data and provide feedback regarding student success on entry level college mathematics and English courses;
 - (c) To train advisors to recognize and honor course(s) on school district transcripts;
 - (d) To ensure that students are counseled directly into the appropriate college level mathematics, English, and all other courses that require mathematics and English language arts college readiness;
 - (e) To provide the Student Learning Outcomes for INRW 0420;
 - (f) To provide the types of essays required (expository, persuasive, and literary analysis);
 - (g) To provide the final exam for the Integrated Reading and Writing (INRW 0420) course no later than three weeks prior to the administration of the exams.
- (3) AISD agrees to the following for both the Mathematics and English courses:
 - (a) To provide highly qualified instructors for the courses being taught;
 - (b) To identify students who are not college ready as stated in HB 5;
 - (c) To provide professional development and resources required to teach the Mathematics and English courses;
 - (d) To identify successful completion of the course(s) and students' final exam grades as applicable on the student transcripts as determined by the State of Texas PEIMS number;

- (e) To provide curriculum for the course that is consistent with HCC Student Learning Outcomes;
- (f) To follow the school district's Grading Expectations;
- (g) To deny students enrolled in these courses exemptions from HCC final exams;
- (h) To ensure that students fill out either an HCC online application or an ApplyTexas.org application; and
- (i) To provide assistance with college applications, enrollment and financial aid applications.

(4) AISD agrees to the following for the College Preparatory Mathematics courses:

- (a) To administer the HCC departmental final exam. Students may not use calculators on the exam;
- (b) To provide and utilize Math XL as possible (the use of Math XL is optional so long as all course topics are taught). No calculator may be used by students on the final exam for each student enrolled in the course;
- (c) In order for a student to receive TSI exemption in Mathematics at HCC, the student's grade must be a C or above according to [Party's] grading scale; and
- (d) The course(s) will each be posted on the student transcript as independent one-semester courses designated by course name.

(5) AISD agrees to the following for the College Preparatory English courses:

- (a) To administer the HCC INRW final exam as part of the students' course grade;
- (b) To teach and grade the required essays according to the rubrics agreed upon by HCC. (TEA Rubrics for Expository, Persuasive, and Literacy Analysis); and
- (c) In order for a student to receive TSI exemption in ELA at HCC, the student's grade for each semester must be at least a C according to HCC's grading scale, unless the Parties mutually agree otherwise. HCC and AISD will attempt to collaborate as much as possible to ensure that the essay grading standards are consistent with those of HCC. There is no essay revision allowed once the final exam and course ends.

(6) AISD agrees to the following for both the Mathematics and English courses:

- (a) To provide highly qualified instructors for the courses being taught;
- (b) To identify students who are not college ready; and
- (c) To provide professional development and resources.

(7) TSI Exemption

The TSI Exemption for high school College Prep courses is now 24 months. A student must enroll in HCC within 24 months of a student's graduation from high school. If the student does not pass the College Prep English and/or the College Prep Math course, the student must be advised of accelerated options. THECB must track and report outcomes to both the school district and the higher education institute.

Exhibit C

Data Sharing

For purposes of this section, the term data means the information described in Section 1 in this Exhibit "C" ("Data"). AISD agrees that the Data transferred from HCC to AISD is and shall remain the sole and exclusive property of AISD. HCC agrees that the Data transferred from AISD to HCC shall remain the sole and exclusive property of HCC. The Parties acknowledge under this Agreement that individually-identifiable health information that falls under the protection of the Health Insurance Portability and Accountability Act ("HIPAA"), data that deals with the confidentiality provisions of the Patient Safety Rule, and Social Security Numbers shall not be released by either Party. The Parties expressly agree that Data that is released must be used consistent with the Family Education Rights and Privacy Act ("FERPA"), HIPAA and AISD and HCC policies and procedures for managing student education records and other confidential information. AISD grants HCC, and HCC grants AISD permission to use such Data only for the following purpose and for no other purpose: To track current AISD students who earned credit in a dual credit course, or have graduated or completed a sequence of courses leading to certification, licensure or an Associate Degree from HCC while maintaining dual enrollment at AISD

1. The scope of the data sharing between HCC and AISD addressed in this Agreement is limited to the following:
 - (a) Student Identifier
 - (1) First Name, Last Name, Middle Initial.
 - (2) Social Security Number (SSN) or other student record identifier.
 - (3) Date of Birth (DOB).
 - (b) Semester End Date
 - (c) Dual Credit Course(s) Enrollment Information:
 - (1) Course name;
 - (2) Course ID;
 - (3) Semester Grade;
 - (4) Associate Degree Earned (Y/N);
 - (5) License Awarded (Y/N);
 - (6) Certification Awarded (Y/N); and
 - (7) If "Yes" to 4, 5 or 6, Provide Type and Program Name.

2. Data Sharing

A portion of the relevant student Data shall be provided by AISD to HCC and a portion of the Data shall be provided by HCC to AISD. The Data shall be provided in the following format: either Microsoft Excel or Access.

- (a) AISD will provide:

- (1) Enrollment information for all students:
 - (a) First Name, Last Name, Middle Initial;
 - (b) Social Security Number (SSN) or other student record identifier;
 - (c) Date of Birth (DOB);
- (2) High School Attendance;
- (3) Date of High School graduation;
- (4) Endorsement areas of each student;
- (5) Special group identification, for example Futures Academy or ECHS;
and
- (6) Cumulative GPAs

(b) HCC will provide persistence data:

- (1) Student Identifier;
- (2) Semester Identifier; and
- (3) Enrolled in credit course this semester (Y/N)

3. Confidentiality

AISD and HCC shall maintain the confidentiality of any and all student data exchanged pursuant to this Agreement or any subsequent agreement intended to supersede the Agreement. To ensure the continued confidentiality and security of the student and staff data processed, stored, or transmitted, AISD and HCC shall establish a system of safeguards that shall at minimum include doing the following:

- (a) AISD and HCC shall develop, implement, maintain and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all data, including electronically-maintained or transmitted data received from, or on behalf of each other. These measures shall be extended by contract to all subcontractors used by AISD and HCC;
- (b) AISD and HCC employees, subcontractors and agents involved in the handling, transmittal, and/or processing of data provided under the agreement shall be required to maintain the confidentiality of all student and staff-related personally identifiable information;
- (c) AISD and HCC shall develop and implement procedures and systems that require the use of secured passwords to access computer databases used to process, store, or transmit data provided under the Agreement;
- (d) AISD and HCC shall develop and implement procedures and systems, such as good practices for assigning passwords, to maintain the integrity of the systems used to secure computer data bases which used to process, store, or transmit data provided under the Agreement;

- (e) AISD and HCC shall develop and implement procedures and systems that ensure that all confidential student and staff data processed, stored, and/or transmitted under the provisions of the Agreement shall be maintained in a secure manner that prevents the interception, diversion, or other unauthorized access to said data;
- (f) AISD and HCC shall develop and implement procedures and systems to process, store, or transmit data provided under the Agreement which ensure that any and all disclosures of confidential student and staff data comply with all provisions of federal laws (HIPAA, FERPA, E-government, etc.) and Texas state laws relating to the privacy rights of students and staff as such laws are applicable to the parties to the Agreement;
- (g) HCC shall return to AISD all data or any portions thereof requested by AISD or, at AISD's election and subject to proper notice to HCC, HCC shall destroy all or any part of AISD's data that is within the possession or control of HCC; and
- (h) HCC shall obtain permission from AISD prior to publications or disclosure of relevant data, or other uses not outlined in the Agreement.

Exhibit D
Alief Early College High School

Alief Early College High School provides AISD students a “seamless” pathway from high school to college and career exploration. It also allows high school students to gradually integrate into college course work through a traditional high school degree plan. This integration requires dual enrollment, with students demonstrating mastery of the knowledge and skills on a HCC designated placement test. Upon successful completion of the AISD standards for graduation, students may elect to leave Alief Early College High School for higher education, or they may choose to remain for an additional year. During this additional year, the student will be enrolled primarily in college credit-bearing courses. Individualized support will be provided by the Alief Early College High School. Students who graduate from Alief Early College High School at the end of this additional year will have not only a Texas Scholar diploma, but also may have accumulated 60 college credits, transferable to a post-secondary institution inside the state of Texas.

(A) Duties of College. HCC agrees to:

- (1) Collaborate with AISD and ECHS officials in participation with the Middle College National Consortium;
- (2) Collaborate with AISD and ECHS officials to fulfill grant expectations and seek additional grant dollars in support of the partnership;
- (3) Collaborate with AISD and ECHS officials to fulfill all Texas Education Agency requirements, including to:
 - (a) Provide academic support (tutoring) from the Institution of Higher Education (“IHE”) partner for the more difficult courses such as ECON 2301, and communicate the tutoring services and schedules to the ECHS;
 - (b) Provide TSI preparation courses to support students in college-readiness efforts;
 - (c) Have more consistency in the utilization of the Early Alert System to make ECHS aware of failing students;
 - (d) Provide a synchronized and user friendly academic plan for students, parents, the IHE and the ECHS academic advisory team;
 - (e) Ensure that the academic plan which leads to the associate’s degree is also a pathway to the bachelor’s degree;
 - (f) Permit/ensure ECHS participation in all P-16 meetings;

- (g) Ensure approved dual credit courses are available to all Early College students on a continual basis as required to meet graduation requirements for both high school and the college;
- (h) Provide academic counseling and guidance for ECHS students by the IHE partner;
- (4) Collaborate with AISD on the building plans and funding arrangements for the agreed upon shared space by ECHS and HCC;
- (5) Provide routine and normal maintenance to the areas occupied by students, faculty, and staff of ECHS including, but not limited to locks, HVAC, plumbing and custodial services; and
- (6) Schedule to lock or unlock buildings and rooms so that ECHS personnel have appropriate access to campus and staff.

(B) Duties of High School. AISD agrees to:

- (1) Collaborate with HCC and ECHS officials in participation with the Middle College National Consortium;
- (2) Collaborate with HCC and ECHS officials to fulfill grant expectations and seek additional grant dollars in support of the partnership;
- (3) Collaborate with HCC on the construction plans and funding arrangements for the agreed upon shared space by ECHS and HCC;
- (4) Pay all costs associated with set up of telephone, electronic mail and other telecommunication equipment and services for use of the ECHS students, faculty and staff;
- (5) Provide its own computer equipment, network and software needs;
- (6) Allow ECHS Principals to participate in all College Executive Team meetings, including the following stipulations:
 - (a) Team should include high level personnel with decision making authority – SSO or High School Chief for ECHS and Dean of Academics or Dean of Student Development for the IHE;
 - (b) All minutes and agendas should be publicly available;
 - (c) Group should meet to revise MOU annually to ensure it is working for both entities;
 - (d) All members should have shared responsibility;
- (7) Abide by HCC rules and regulations regarding building use, security, and students' rights and responsibilities; and
- (8) Collaborate with HCC officials on all matters pertaining to student responsibilities, rights, discipline, and insurance, including:
 - (a) The ECHS will post IHE grades to the High School transcript in a timely manner so that no course duplication occurs;

- (b) The ECHS will utilize information from the Early Alert System in order to assist students in the class and address the problem/issue which has initiated the alert;
- (c) The ECHS will closely monitor attendance reports to discourage excessive absentees and/or skipping IHE classes; and
- (d) ECHS/HISD personnel will be allowed to have access to PeopleSoft to check status of students.

(C) Expenses Relating to Use of College Facilities

- 1. Classrooms, faculty and administrative space:
 - (a) AISD agrees to reimburse HCC for actual costs of utilities, security, and custodial costs on an actual use basis for the ECHS space;
 - (b) ECHS shall furnish its own personal property including office equipment to furnish its space. Personal property shall be portable, and not become a fixture by permanently adhering to the same to the floors, ceiling, walls, or the building.
 - (c) AISD will be responsible for the construction of any expansion of the ECHS space in the future; and
- 2. Shared Space:
 - (a) HCC and AISD agree to share usage, without cost, of certain rooms, the coordination of which will be the responsibility of AISD's District Superintendent and HCC's Associate Vice Chancellor of College Readiness; and
 - (b) The construction of the HCC building on the site of the ECHS, including the shared space, will be accomplished concurrently with the construction of the ECHS portion of the building.

Exhibit E
CTE Early College High School Programs

Whereas: AISD will recruit college ready high school students to participate in the CTE Early College High School Career and Technical Education Level 1 certificate programs and AAS in Construction Technology program agreed by AISD and HCC administration.

Whereas: HCC will coordinate class scheduling and provide qualified instructors to teach in the selected Career and Technical Education Level 1 certificate programs and AAS in Construction Technology program or selected workforce continuing education training which articulates to college credit.

Whereas: HCC will follow the standard college academic calendar to deliver instruction throughout the academic year which is a regular college 16 week semester schedule. All high school courses used to implement the dual credit program will address objectives for the state assessments that students are required to take and to meet high school graduation requirements.

All courses used in the AISD – HCC partnership will address the Texas Essential Knowledge and Skills (TEKS) to ensure that all participating students receive credit to meet all high school graduation requirements. HCC will review all existing dual credit courses and supplement them as necessary if it is determined that certain TEKS information is not covered. On-line modules may be created to cover this information and made available to faculty and students for later review as necessary.

Career pathways selected by AISD for implementation within the district will incorporate industry recognized certifications for all participating students to ensure their workforce readiness. Designated personnel from both AISD and HCC will work collaboratively to ensure that all participating students will follow an identified plan of study that will result in at least one of the following options: High School Diploma, Industry Certification, and/or Workforce Development Program Certificates

Whereas: AISD will cover the costs of the industry certification / licensure exams for the students.

(A) Terms:

The selected career and technical education Level 1 Certificates and AAS program contain the most number of “high demand/high wage” jobs available to students completing post-secondary certificates and two-year Associate of Applied Science (AAS) degrees. It is agreed that Alief ISD will provide at least one school district staff member to supervise all AISD students during the scheduled instruction time to include both arrival and departure from the instructional and clinical sites.

(1) Programs Offered:

- (a) Program One: Construction Helper Certificate: The Construction Engineering Technology program is designed to develop qualified personnel for employment in the field of construction or to enhance the workplace skills of those already employed in the industry for career advancement. Job opportunities include management and supervisory positions in construction of residential and commercial buildings and other related industries. Students will receive NCCER certifications.

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| i. LEAD 1370 Workforce Development w/Critical Thinking | 3 credits |
| ii. ELPT 1315 Electrical Calculations I | 3 credits |
| iii. CNBT 1201 Introduction to the Construction Industry | 2 credits |
| iv. CNBT 1318 Construction Tools and Techniques | 3 credits |
| v. CNBT 1300 Residential and Light Commercial Blueprint | 3 credits |
| vi. CNBT 1311 Construction Methods and Materials I | 3 credits |

- (b) Program Two: Electrical Helper Certificate: The program prepares students for employment in the electrical industry. There is an increased demand for trained electricians to work in the installation, maintenance, and service of residential, commercial and industrial electrical systems. The program provides comprehensive, theoretical and hands-on training to meet the industry’s continued and changing demands for qualified personnel. Students will receive NCCER certifications.

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| i. LEAD 1370 Workforce Development w/Critical Thinking | 3 credits |
| ii. ELPT 1315 Electrical Calculations I | 3 credits |
| iii. ELPT 1221 Introduction to Electrical Safety and Tools | 2 credits |
| iv. ELPT 1311 Basic Electrical Theory | 3 credits |
| v. ELPT 1325 National Electrical Code I | 3 credits |
| vi. ELPT 1329 Residential Wiring | 3 credits |

vii. ELPT 1345 Commercial Wiring 3 credits

(c) Program Three: Basic Air Conditioning and Refrigeration Certificate (HVAC):
The program is designed to train individuals in the field of air conditioning, heating and refrigeration equipment, maintenance and repair and in the use of EPA- approved recovery equipment. Individuals satisfying course competencies have career opportunities in variety of job classifications such as service and repair of residential and commercial air conditioning and refrigeration systems. Students will receive NCCER certifications.

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| i. | LEAD 1370 Workforce Development w/Critical Thinking | 3 credits |
| ii. | ELPT 1315 Electrical Calculations I | 3 credits |
| iii. | HART 1301 Basic Electricity for HVAC | 3 credits |
| iv. | HART 1303 Air Conditioning Control Principles | 3 credits |
| v. | HART 1307 Refrigeration Principles | 3 credits |
| vi. | HART 1341 Residential Air Conditioning | 3 credits |
| vii. | HART 1345 Gas and Electrical Heating | 3 credits |
| viii. | HART 1356 EPA Recovery Certification Preparation | 3 credits |

(d) Program Four: Plumbing Helper Certificate : The program is designed to train individuals in the field of residential plumbing fundamentals of maintenance and repair. Individuals completing the program will be prepared for entry level employment in the plumbing trade of the building and construction industry. Students will receive NCCER certifications.

The above certificates will be awarded at the completion of all courses in the certificate workforce development program area. The following 2-year degree sequence reflects the courses to be completed by the CTE Early College High School students. These students have the option of completing the AAS degree in Construction Technology or the AAS degree in Construction Technology – Craft Management Specialization

Associate of Applied Science - Construction Technology

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| i. | LEAD 1370 Workforce Development and Critical Thinking Skills for Student Success | 3 credits |
| ii. | TECM 1301 Industrial Mathematics (will be replaced by ELPT 1315 Electrical Calculations I) | 3 credits |
| iii. | CNBT 1201 Introduction to Construction Industry | 3 credits |
| iv. | CNBT 1318 Construction Tools and Techniques | 3 credits |
| v. | CNBT 1300 Residential and Light Commercial Blueprint Reading | 3 credits |
| vi. | CNBT 1311 Construction Methods and Materials I. | 3 credits |

vii.	ITSC 1309 Integrated Software Applications I	3 credits
viii.	ELPT 1329 Residential Wiring OR	
ix.	HART1307 Refrigeration Principles	3 credits
x.	CNBT 1302 Mechanical, Plumbing, and	
xi.	Electrical Systems in Construction	3 credits
xii.	CNBT 1316 Construction Technology I	3 credits
xiii.	XXXX #3## General Education Elective	3 credits
xiv.	CNBT 1342 Building Codes and Inspections	3 credits
xv.	BMGT 1301 Supervision	3 credits
xvi.	XXXX #3## Humanities/Fine Arts General Ed. Elective	3 credits
xvii.	CNBT 1446 Construction Estimating I	4 credits
xviii.	CNBT 2342 Construction Management I	3 credits
xix.	XXXX #3## Math/Natural Science General Ed. Elective	3 credits
xx.	XXXX #3## General Education Elective	3 credits
xxi.	XXXX #3## Social/Behavioral Science General Ed. Elective	3 credits
xxii.	CNBT 2335 Computer- Aided Construction Scheduling	3 credits

Associate of Applied Science - Construction Technology-Craft Mngt. Spec.

i.	Block credit for approved certification 22 semester hours	22 credits
ii.	LEAD 1370 Workforce Development and Critical Thinking Skills for Student Success	3 credits
iii.	ITSC 1309 Integrated Software Applications I	3 credits
iv.	XXXX #3## General Education Elective	3 credits
v.	CNBT 1342 Building Codes and Inspections	3 credits
vi.	BMGT 1301 Supervision	3 credits
vii.	XXXX #3## Humanities/Fine Arts General Ed. Elective	3 credits
viii.	CNBT 1446 Construction Estimating I	4 credits
ix.	CNBT 2342 Construction Management I	3 credits
x.	XXXX #3## Math/Natural Science General Ed. Elective	3 credits
xi.	XXXX #3## General Education Elective	3 credits
xii.	XXXX #3## Social/Behavioral Science General Ed. Elective	3 credits
xiii.	CNBT 2335 Computer- Aided Construction Scheduling	3 credits
xiv.	CNBT 2337 Construction Estimating II	3 credits

Missing degree plans – Construction Technology; Construction Technology – Craft Specialization HVAC; Construction Technology- Craft Specialization – Welding / Plumbing; and Construction Technology Craft Specialization – Electrical / Welding.

Exhibit F

Articulated College Credit

These Articulated Agreements (“Agreements”) are made and entered into by Houston Community College Systems (“HCC”) and Alief Independent School District (“AISD”) to facilitate the transfer of students, enhance the number and quality of learning options at the institutions, and provide a seamless transfer process for students interested in various academic and workforce (CTE) programs at HCC. AISD students who successfully complete the requisite courses taught by credentialed instructors are eligible for credit by articulation with HCC.

(A) Duties of College. HCC agrees to:

(1) Ensure the articulated for credit course(s) is reflected on the student’s transcript once he/she graduates from high school and declares a major with HCC. Articulated credit will be limited to courses associated with the student’s certificate/degree plan;

(2) Meet with AISD instructors each school year to review student learning outcomes and instructional material/assignments related to articulated course(s);

(3) Provide articulation for all courses associated with the most current (by academic year) state-approved Advanced Technical Credit Course Crosswalk and/or mutually agreed upon pathways leading to Level 1 and Level 2 certificates.

(4) Provide AISD instructors and administrators access to Southern Association of Colleges & Schools (SACS) requirements for all academic and workforce (CTE) disciplines.

(B) Duties of High School. AISD agrees to:

(1) Ensure high school instructors teaching articulated for credit courses meet the Southern Association of Colleges & Schools (SACS) for that course. The standards for all academic and workforce (CTE) disciplines will be available through the HCC Web site;

(3) Annually collaborate with HCC instructional leaders to review student learning outcomes and instructional material/assignments related to articulated course(s);

(4) Submit confirmation to HCC (i.e., high school transcript and petition form) that the student has successfully completed articulated for credit course(s).

(C) Conditions of Articulation:

(1) Students who have completed high school with a “C” overall high school average and who have completed the articulated for credit high school course(s) with at least a “B” course average (for each semester) will be granted college credit for the HCC course.

(2) Applicant for credit must meet all HCC admissions requirements and the AISD student must be an enrolled/registered student in good standing with HCC.

(3) All college credit awarded under the provisions of this agreement will be awarded—excluding developmental courses—when the student has declared a major for which the credit can be awarded.

(4) In order for the credit to be granted, the AISD student must enroll at HCC within 24 months following his/her high school graduation. The college courses covered by this articulation agreement are designed to lead to a Level I Certificate, Level II Certificate, and/or an Associate of Applied Science degree.

Articulation Agreement

Houston Community College & University of Houston-Downtown

This formal articulation agreement is made and entered into by Houston Community College (HCC), hereinafter referred to as HCC, and University of Houston-Downtown, hereinafter referred to as UHD. By this agreement, HCC and University of Houston-Downtown express a shared commitment to increase opportunities for student access to, and success in, higher education. By clarifying transfer policies and procedures that assure articulation between programs, the Institutions seek to forge a seamless transfer from the associate to the baccalaureate degree.

General Provisions and Terms

- This MOU formally recognizes that both institutions are active educational partners, committed to providing greater educational opportunities and services for students transferring between institutions. Student benefits include: scholarships, joint admissions, and Honors College. This agreement will also permit eligible and interested students to transfer certain course work from UHD to HCC to complete requirements for the associate degree issued by HCC. This process is called reverse transfer or reverse articulation.
- The Institutions will develop agreements by major which will clearly delineate courses to be taken at HCC and those to be completed at UHD. These specified, individualized plans will be between the two institutions in service of the students who choose to participate in these plans. These plans will outline recommended courses toward a degree at UHD for HCC students. These plans will become appendices to this agreement. (See Addendum which will include plans for aviation, engineering, transportation...etc.)
- HCC and UHD agree to exchange data that will contribute to the maintenance and improvement of these transfer arrangements, and promote effective cooperation between the two institutions. The institutions will exchange directory information, major area of interest information, and information relevant to awarding scholarships.
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- HCC and UHD agree to promptly communicate with each other any future curriculum changes, policy changes, or resident credit requirements that will affect this agreement.
- HCC and UHD agree to cooperate in communicating with each other concerning the relationship between the two institutions. HCC and UHD agree to acknowledge and recognize the information in this agreement on each institution's website and via other marketing and publicity methods; any such website/marketing materials must be approved in writing in advance by both parties.
- Upon execution of this agreement, the arrangement shall continue for two years with automatic renewals for up to five years total until terminated by either party.

- This Agreement does not preclude HCC or UHD from entering into similar agreements with other institutions of higher education.

Notice

Amendment, renewal or extension of this Agreement will require the written agreement of both institutions. Notice of termination by either party to the other shall be in writing and addressed to the party to be notified with return receipt requested, or by personal delivery to the person to be notified.

Houston Community College:
Dr. Kimberly Beatty
Vice Chancellor, Instructional Services
3100 Main Street
Houston, TX 77002

In witness whereof, the authorized representatives of the parties have executed this agreement in duplicate originals on the ____ day of _____, 201__. An original, signed copy of this agreement will be maintained by each of the signatories. The effective date of this agreement will be the date listed herein.

Houston Community College
Authorized Representative

By _____

Title

By _____

Authorized Representative

By _____

Title

By _____

WALGREENS EXPERIENTIAL LEARNING PROGRAM AGREEMENT
(Non-Pharmacist)

This Experiential Learning Program Agreement (the "Agreement") has been entered into as of the 1st day of August, 2014 (the "Effective Date") by and between Walgreen Co., an Illinois corporation, on behalf of itself and its domestic subsidiaries, with its principal place of business at 200 Wilnot Road, Deerfield, Illinois 60015 ("Walgreen") and the following "Organization":

[Name of Organization governing entity] Alief ISD

a Public / Private Independent School District of [State] Texas.
(circle one) (type: e.g. university, college, school, educational corporation)

with primary school/campus/office at 4250 Cook Road, Houston, Texas 77078.
(address with street, city, state, zip code)

and such additional schools/campuses as listed in Exhibit A, attached and incorporated herein.

WHEREAS, the Organization has established a curriculum or program to train its students, trainees, or clients to be pharmacy technicians or workers in other trades, skills, or qualifications, and

WHEREAS, Walgreen operates retail drug stores and other retail business facilities which employ pharmacy technicians and other skilled workers (each, a "Location"), and

WHEREAS, the parties agree that the development of a program (the "Program") whereby certain of the Organization's students, trainees, or clients (each, a "Participant") can obtain practical experience and learning in a retail, business, or pharmacy setting related to pharmacy and wellness services would benefit the Participant, the Organization, and the industry with Walgreen and similarly situated businesses, all of which will ultimately provide improved pharmacy and wellness related services to the community;

NOW THEREFORE, in consideration of the mutual benefits accruing to the parties under this Agreement, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, it is agreed as follows.

1. THE PROGRAM

The parties will design the Program to allow Participants to obtain practical experience in a Location in accordance with Walgreen's Experiential Guidelines and such other applicable trade associated guidelines on practice experiences (collectively hereinafter referred to as "the Program"). The Program will be designed to provide practical experience in accordance with applicable federal and state law and Program objectives as agreed upon by the parties, which shall be (a) similar to training in a vocational school, (b) for the benefit of the Participants as part of a learning experience, (c) without displacing regular employees, but acting under close personal supervision, (d) without immediate advantage to Walgreen from activities of Participants, (e) without guarantee of employment at conclusion of Participant's training period, and (f) with understanding by Organization, Walgreen, and Participants that the Participants are not entitled to wages or other compensation for the time of participation in the Program. Each Participant's participation in the program will be as agreed upon by the parties with respect to the Location, program period, number and schedule of hours. Use of the term "faculty" is intended to

* This form is for pharmacy technician and other non-pharmacist training programs, including general corporate, retail, and operational training programs. This form is NOT to be used for pharmacists, nurse practitioners, physician assistants, or other medical professional clinical programs.

reference an educator, trainer, teacher, or other academic role. Use of the term employee is intended to include faculty, employees, staff, contractors, agents, and representatives of an entity.

2. TERM; TERMINATION

This Agreement will commence on the Effective Date and shall continue for a period of Three (3) years (the "Term"). Notwithstanding the foregoing, at any time during the Term, either party may terminate this Agreement upon written notice to the other, such termination to be effective at the conclusion of the current academic semester, trimester or quarter, as applicable for the Organization.

3. WALGREEN RESPONSIBILITIES

3.1 Supervision. Walgreen will provide reasonable supervision and feedback to each Participant and to the Organization, including verifying in writing all hours and dates attended by a Participant. Walgreen will promptly report to the Organization the unsatisfactory progress (including without limitation unexcused absences) of any Participant. Walgreen will meet with designated faculty of the Organization as necessary to discuss and evaluate the Program, guidelines, and such other applicable matters with the Program.

3.2 Equipment. Walgreen will make available all required equipment, systems and supplies at the Location, including providing each Participant with sufficient orientation to the equipment and systems at the Location to enable the Participant to perform any tasks assigned.

3.3 Capacity. Walgreen will notify the Organization as to the number of Participants it can accommodate for an academic period.

3.4 Staffing. Walgreen will maintain at least its normal staffing levels while Participants are present at a Location. In no event will a Participant be expected or allowed to perform services in lieu of staff employees or otherwise displace regular employees.

4. ORGANIZATION RESPONSIBILITIES

4.1 Program Coordinator. The Organization will appoint one (1) faculty member to serve as the primary educational coordinator for the Program (the "Coordinator"). The Coordinator will be responsible for the overall management of each Participant's educational experience while participating in the Program. Either the Coordinator or another faculty or staff member will be on call at all times while Participants are present at any Location in connection with the Program.

4.2 Permits. The Organization shall maintain, at all times during the Term, accreditation as an educational institution; all licenses and permits necessary to the Program (including without limitation, an application for the applicable pharmacy technician's license for each Participant, if required by state or local law); and full and unrestricted accreditation of the Program from the applicable accrediting organization as agreed by the parties. The Organization shall promptly notify Walgreen of any adverse change in its accreditation or licensing status.

4.3 Qualification of Participants. The Organization shall ensure, through qualified faculty and curriculum, that each Participant is adequately prepared to benefit from his or her placement in the Program, including both classroom and laboratory instruction. A candidate's preparedness shall be measured by (i) academic performance indicating an ability to understand what the Participant will observe and perform while participating in the Program, (ii) an appreciation of the nature and gravity of the work Participant will observe and perform, and (iii) the candidate's deportment and conduct as appropriate for the setting.

4.4 Background Testing. The Organization will be primarily responsible for selecting each Participant who is to participate in the Program. Where required by applicable law, the Organization will verify that each Participant (a) has completed OSHA training for blood-borne pathogens; and (b) has obtained any required certifications to allow the Participant to provide education and counseling for the advanced pharmacy practice experiences and where permissible by law. The Organization will conduct a

criminal background check for each Participant, including obtaining, as applicable, information from Federal, State (including the Participant's state of residence if different from the state in which the Organization is located) and local governmental sources. All background checks shall be conducted in a manner that is consistent with the requirements of the Fair Credit Reporting Act and any applicable state laws. If any Participant's background check reveals a prior criminal record or any other negative material, the Organization and Walgreen will jointly evaluate whether such Participant should remain a candidate for the Program.

4.5 Preparation and Training. The Organization will (a) be primarily responsible for the Participants' learning experiences and provide faculty sufficient to effectively implement the Experiential Learning Program; (b) provide the Participants with objective guidelines and contact information to the supervisors working with the Program; (c) Furnish Walgreen with a schedule of dates and hours for practical experience, as well as a list of names and contact information of participating Participants and faculty; and (d) coordinate with Walgreen personnel for preparation and evaluation of the Program.

4.6 Compliance. The Organization will instruct all of its Participants assigned to Walgreens with regard to compliance with all of its rules, regulations, policies, and procedures, including but not limited to those relating to the treatment of confidential information of Walgreens and its customers, as well as the responsibility and authority of Walgreens personnel over patient care and administration. Organization shall instruct all of its Participants regarding that proper attire must be worn at all times in the Location. Prior to the commencement of participation in the Program, the Organization will also ensure that all Participants and faculty members involved in the Program become familiar with and adhere to all applicable requirements of HIPAA (as defined below) as well as Walgreen's standards, procedures and code of ethics.

4.7 Access. The Organization, its faculty, employees, and Participants shall respect and comply with any and all restrictions and requirements related to access to a Location, facility, area, system, record, data, information, equipment, product, or material of Walgreen, its employees, customers, patients, vendors, or contractors, as directed by Walgreen. The Organization agrees that Walgreen, in its sole discretion, may limit, restrict, terminate, or otherwise deny access by the Organization and its Participants, faculty, and employees at any time and upon immediate notice in any manner.

5. PARTICIPANT RESPONSIBILITIES

At all times while participating in the Program at a Location, all Participants shall adhere to Walgreen's workplace policies, rules and regulations, including those relating to the use of alcohol and other drugs, weapons, dress code, timeliness, patient privacy, confidentiality, and professional conduct; maintain good standing at the Organization, including maintaining a grade point average of 2.0 or higher; and maintain accurate, daily log sheets of all experiential hours.

6. FERPA COMPLIANCE

The parties recognize that they are bound to comply with the Family Educational Rights and Privacy Act (Buckley Amendment) in their handling of educational records of Participants enrolled in their programs. It is also understood and recognized that employees and agents of each party will need to have access to the educational records maintained by the other party in properly administering their duties and obligations under this Agreement and to the individual Participants. It is agreed that each party shall thoroughly orient their employees and agents (as applicable to those handling educational records) with regard to their respective obligations under the Family Educational Rights and Privacy Act and shall maintain their practices in strict accordance with the requirements of that act. Unless required by judicial or regulatory authority, neither party shall be permitted to authorize and further disclose the educational records of the other party to persons or entities not a party to this Agreement without first having received permission of the other party, and having obtained assurances that the other party has fully complied with the provisions of the Family Educational Rights and Privacy Act. Any permitted redisclosure to persons or entities not a party to this Agreement shall be under the condition that no further disclosure by such party shall be permitted.

7. INSURANCE

7.1 Participant Health Insurance. The Organization acknowledges that the Participant is not an employee of Walgreen, is not covered under Walgreen's health, dental, vision, or other medical insurance or benefits ("Health Insurance"), and Walgreen has no legal obligation to provide Health Insurance to the Participant.

7.2 Organization Liability Insurance Requirements. The Organization shall procure and maintain during the Term of this Agreement, at no cost or expense to Walgreen, insurance with the following coverage for the Organization, its faculty and Participants: (a) general liability policy in the amount of One Million Dollars (\$1,000,000) per occurrence and Two Million Dollars (\$2,000,000) in the aggregate per year, and (b) professional liability in the minimum amount of One Million Dollars (\$1,000,000) per occurrence and Two Million Dollars (\$2,000,000) in the aggregate per year. Such policy shall specify that the liability coverage with regard to Walgreen under this Agreement is primary and non-contributing. A certificate of such insurance shall be provided to Walgreen within ten (10) days after execution of this Agreement and annually thereafter on the anniversary of the Effective Date.

8. INDEMNIFICATION

8.1 Indemnity by Organization. To the fullest extent allowed by law, the Organization shall, during the term of this Agreement, indemnify and hold Walgreen and its employees, agents, directors, officers and affiliated corporations and their respective officers, directors and employees harmless from all legal liability, injury or damage, including reasonable attorney's fees, costs and expenses for injuries, public liabilities, and property damage arising out of the negligent acts of any Participant or Organization employees in connection with the Program; provided however, that the Organization will not indemnify or hold Walgreen harmless for any claims or damages arising from the negligence or willful misconduct of Walgreen. This indemnification provision shall survive the termination of this Agreement for acts that arose while this Agreement was in effect.

8.2 Indemnity by Walgreen. To the fullest extent allowed by law, Walgreen shall, during the term of this Agreement, indemnify and hold the Organization and its employees, agents, directors, officers and affiliated corporations and their respective officers, directors and employees harmless from all legal liability, injury or damage, including reasonable attorney's fees, costs and expenses for injuries, public liabilities, and property damage arising out of the negligent acts of Walgreen in connection with the Program; provided however, that Walgreen will not indemnify or hold the Organization harmless for any claims or damages arising from the negligence or willful misconduct of the Organization or any Participant or resulting from the failure of the Organization or any Participant to adhere to the Program and all applicable guidelines described in Paragraph 1 above. This indemnification provision shall survive the termination of this Agreement for acts that arose while this Agreement was in effect.

8.3 Negligence. Each party shall be responsible for its own wrongful or negligent acts or omissions or those of its officers, agents, or employees to the full extent allowed by law.

9. CONFIDENTIALITY

9.1 Definition. Each party may be given access to the other party's confidential and proprietary information. "Confidential Information" shall mean material or information proprietary to either party or designated as Confidential Information by such party and not generally known by third parties. Confidential Information includes, but is not limited to, the following types of information and other information of a similar nature (whether or not reduced to writing): the existence and terms of this Agreement; Protected Health Information (as defined below), patient, customer, employee and student records, including names, addresses, telephone numbers, and other information related to patients, customers, employees, and students; marketing techniques and materials; marketing and development plans and procedures; financial information; proprietary Walgreen information; and proprietary Program design elements.

9.2 Duty to Protect. Each party will protect the other party's Confidential Information and will not disclose Confidential Information other than as permitted or required by the Agreement or as required by law. Any disclosures shall be to persons only as needs to be known with such persons being apprised of the confidentiality obligations and willing to comply with the terms of this Agreement.

9.3 Exclusions. Confidential Information will not include information which: (a) is or becomes available to the general public through no fault of the party receiving the Confidential Information (the "Recipient"); (b) is independently developed by the Recipient as evidenced by Recipient's own records; (c) is rightfully received by the Recipient from a third party without a duty of confidentiality; or (d) is required to be disclosed by court order or as required by law. Before disclosing any Confidential Information under a court order or as required by law, the Recipient shall provide the other party (the "Injured Party") reasonable notice and the opportunity to object to or limit such disclosure. In addition to any other rights or remedies available to it at law, in equity, or pursuant to this Agreement (including without limitation the right to terminate the Agreement), the Injured Party shall be entitled to injunctive relief to enforce the terms of this Agreement because the Injured Party may suffer irreparable harm in the event that the Recipient fails to comply with the terms of this Agreement and monetary damages may be inadequate to compensate for such breach.

9.4 HIPAA Compliance. Without limiting the foregoing, the Organization shall take all steps reasonably necessary to maintain strict compliance with the requirements of the Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. Section 1320(d) et seq. and regulations promulgated thereunder ("HIPAA"). The Program may involve the Participant's exposure to use of Walgreens Protected Health Information ("Protected Health Information"), which shall mean any information created or received by Walgreens, whether oral or recorded in any form or medium: (i) that relates to the past, present or future physical or mental condition of an individual; the provision of health care to an individual; or the past, present or future payment for the provision of health care to an individual, and (ii) that identifies the individual or with respect to which there is a reasonable basis to believe the information can be used to identify the individual. The Organization acknowledges and agrees that all patient records of Walgreen shall be and remain the property of and in the custody of Walgreen, and instruct Participants to comply with Walgreen's policies, restrictions, and requirements to protect the confidentiality of patient records and Protected Health Information. The Participants, the Organization, and its faculty and students will not retain or maintain any Protected Health Information outside of the Location during the Term, and may not retain or have access to Protected Health Information or any patient record of any Walgreen patient under this Agreement after participation in the Program.

9.5 Survival. The rights and obligations of this Article shall survive the expiration or sooner termination of this Agreement.

10. PROGRAM PRACTICES

10.1 Recordkeeping. Each party's respective educational, employment, healthcare and record keeping practices shall conform to all federal, state and local statutes, ordinances, and rules and regulations. The Organization agrees that it shall accept Participants for placement without regard to race, sex, creed, religion, color, national origin, age, marital status, height, weight, veteran status, disabilities, or other such factors as set forth in accordance with federal, state, and local laws and ordinances. Walgreen will accept Participants into the Program without regard to race, sex, creed, religion, color, national origin, age, marital status, height, weight, veteran status, disabilities, or other such factors as set forth in accordance with federal, state, and local laws and ordinances. Upon reasonable request, each party shall provide the other with any information or certificates which may be required to prove compliance with such statutes, ordinances, and rules and regulations or for licensure, accreditation, and quality assurance purposes.

10.2 Termination of Participants. Walgreen shall have the right to terminate, at any time, with or without notice, and in its sole discretion, the training of any Participant whose conduct is unsatisfactory or whose characteristics and activities are detrimental to Walgreen's business or Walgreen's responsibility to provide quality health care. Termination of a Participant must be followed with a written communication

to the Coordinator, including a statement of facts describing the Participant's unacceptable conduct that resulted in such termination.

10.3 No Guaranteed Offer. Walgreen does not guarantee an offer of employment to any Participant in connection with the Program.

10.4 No Compensation. The parties understand and agree that neither party, nor any Participant, will be entitled to compensation hereunder for its participation in the Program. No Participant will be considered an employee of either the Organization or Walgreen as a result of participation in the Program, and neither the Organization nor Walgreen will be responsible for Worker's Compensation coverage with respect to any Participant.

11. MISCELLANEOUS

11.1 Force Majeure. Neither party shall be responsible for any failure to perform or delay in performing any of its obligations under this Agreement where and to the extent that such failure or delay results from causes outside the reasonable control of the party. Such causes shall include, without limitation, Acts of God or of the public enemy, acts of the government in either its sovereign or contractual capacity, fires, floods, epidemics, quarantine restrictions, freight embargoes, civil commotion, or the like. Notwithstanding the above, strikes and labor disputes shall not constitute an excusable delay for either party under this Agreement. The Agreement may be terminated without penalty by the party whose performance has not been affected if non-performance continues for more than thirty (30) days.

11.2 Headings, Counterparts. Headings used in this Agreement are for reference purposes only and shall not be used to modify the meaning of the terms and conditions of this Agreement. This Agreement may be executed in two or more counterparts each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

11.3 Severability. If any provision contained in this Agreement is held invalid, illegal, or unenforceable, then this Agreement will be construed as if such provision had never been contained herein.

11.4 Compliance with Laws. The parties will comply with all applicable laws, ordinances, rules, and regulations governing their respective duties or responsibilities under this Agreement.

11.5 Independent Contractor. The parties hereto are independent contractors and have no authority to act for the other party except as expressly provided in this Agreement. Nothing herein shall be deemed to create any association, partnership, joint venture or agency relationship between the Organization and Walgreen. This Agreement shall not be construed under any circumstance to confer any rights or privileges on any third parties, and neither Walgreen nor the Organization shall be under any obligation to any third party by reason of this Agreement or any term thereof.

11.6 Publicity. Neither party will use the name(s), trademark(s) or trade name(s), whether registered or not, of the other party in publicity or press releases or advertising or in any manner, including customer lists, without that party's prior written consent. Consent of Walgreen shall not be valid unless obtained from Walgreen's corporate Vice President or Divisional Vice President of Corporate Communications.

11.7 Conduct. At all times while present at a Location, the Organization and its employees and students (including the Participants) will comply with all applicable Walgreen policies including without limitation: (i) no smoking; (ii) drug-free environment; (iii) dress code; (iv) non-harassment; (v) all safety and security policies (including a prohibition against weapons), (vi) computer security and use policies; (vii) HIPAA compliance; and (viii) code of conduct.

11.8 Non-Assignment. Neither party may assign or subcontract its duties or responsibilities under this Agreement without the prior written approval of the other party.

11.9 Non-Waiver. No waiver of any breach of any provision of this Agreement shall constitute a waiver of any prior, concurrent or subsequent breach of such provision or any other provisions hereof and no waiver shall be effective unless made in writing.

11.10 Notices. All notices under this Agreement (excluding routine communications) shall be personally delivered or sent by express, certified or registered mail, return receipt requested, to:

Organization

Walgreen

Walgreen Co.
200 Wilmot Road
Deerfield, Illinois 60015
Attn.: Manager, Talent Acquisition, M.S. #1211

With a copy to:

Walgreen Co.
104 Wilmot Road
Deerfield, Illinois 60015
Attn.: Commercial Transactions Law, M.S. #1434

Notices shall be deemed given upon receipt or refusal to accept delivery.

11.11 Entire Agreement. This Agreement, together with all exhibits attached hereto, represents the entire agreement and understanding between the parties with respect to the subject matter hereof, and supersedes any other agreement or understanding, written or oral, that the parties hereto may have had with respect thereto. No statements, representations, promises or inducements with respect to the subject matter by either party or by any agent or representative of either party which is not contained in this Agreement shall be valid or binding between the parties. No provision of this Agreement may be modified, waived or amended except by a written instrument duly executed by authorized representatives of each of the parties hereto. Any such modifications, waivers or amendments shall not require additional consideration to be effective.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed to be effective as of the date first above written and do each hereby warrant and represent that its respective signatory who has signed this Agreement below is on the date of this Agreement duly authorized by all necessary and appropriate corporate action to execute this Agreement.

[ORGANIZATION]

By: Kimberly B. Crow
Name: Kimberly B. Crow
Title: Career Technical Education Coordinator
Date: August 1, 2014

WALGREEN CO.

By: _____
Name: Denise Wong
Title: V.P. HR Shared Services
Date: _____

Approved by Department	
Transactions Law	By: _____
Talent Acquisition and Diversity Services	By: _____
Specialist, Talent Acquisition	By: _____

EXHIBIT A

[List of schools, colleges, campuses, locations, and divisions of Organization covered under the Agreement for participants from the Organization. Each should be listed with applicable details for name, address, primary contact with contact information, and such other relevant details for Program.]

Approximate Start-up Costs for Pharmacy Technician Labs

Retail Lab

Computer Software	\$	11,000.00
Automated Dispensing System	\$	30,000.00
Point of Sale System (Cash Register)	\$	10,000.00
Reconstitution - Automated	\$	1,500.00
Scanners \$250/ea	\$	2,500.00
Computer \$1500/ea	\$	15,000.00
Phone \$100/ea	\$	1,000.00
Refrigerator	\$	6,000.00
Drugs/Rx Containers	\$	20,000.00
TOTAL RETAIL LAB:	\$	97,000.00

IV Lab

Horizontal Laminar @ \$10,000 ea	\$	30,000.00
Vertical Laminar Flow Workstation @ \$10,000 ea	\$	40,000.00
Laminar Compounding Aseptic Isolator (CAI)	\$	18,000.00
Laminar Glovebox Isolator (CACI)	\$	31,000.00
Biological Safety Cabinet Type A Class II	\$	10,000.00
Refrigerator	\$	6,000.00
Refrigerator (Chemo)		
Incubator	\$	500.00
Repeater Pump	\$	3,000.00
Flammable Liquid Safety Cabinet	\$	1,200.00
Drugs & Supplies	\$	20,000.00
TOTAL IV LAB:	\$	159,700.00

Hospital Lab

Medication Carousel w/software	\$	105,000.00
Cadet Solid Repackaging System	\$	15,000.00
Cadet supplies	\$	2,000.00
Thermal Printer	\$	4,500.00
Pyxis Lease per Year		\$20,000
Drugs & supplies	\$	30,000.00
Balances \$250 each	\$	2,500.00
TOTAL HOSPITAL LAB:	\$	179,000.00

Continuing Costs

Pyxis Yearly Lease	\$	20,000.00
Yearly Maintenance Fees	\$	8,200.00
Required Certification of Hoods 2x/year @		
\$120.00 for each hood	\$	2,400.00
	\$	30,600.00

TOTAL* \$ 466,300.00

*Does not include furniture & fixtures



Mr. Bill Marshall
Director
Career & Technical Education
Alief Independent School District
4250 Cook Road
Houston, Texas 77072

Mr. Marshall,

On behalf of West Houston Medical Center, by way of this letter, I am writing in support of the Biotechnology and Life Sciences Innovative Academy grant proposal. I am confident the Biotechnology and Life Sciences Innovative Academy will enrich the interest of high school students and will in turn provide enhanced preparation for employment in various high demanded healthcare occupations.

Over the past several years, West Houston Medical Center and Alief Independent School District have partnered to provide students with first hand exposure to the many healthcare professions available in a hospital environment, this grant is very valuable to continuing efforts of providing an avenue to capture the interest of students to pursue and fulfil highly demanded occupations in healthcare.

West Houston Medical Center will commit to continue providing medical, both clinical and ancillary, professionals to assist in the education and exposure of healthcare. We will continue to provide interested students with once in a life time experiences and real-life exposure to potential career aspirations. During our partnership, West Houston Medical Center has provided shadowing opportunities for high school students, our nurses, pharmacists, phlebotomists and other ancillary staff's dedicated time contributions are valued at over a hundred and sixteen thousand dollars during our collaborative 20 week, hour a day, clinical rotation program.

West Houston Medical Center supports proposed efforts to enrich, develop, and otherwise enhance students within the district. It is with sincere belief the proposed grant will improve the success rate of graduates and directly impact the west Houston community by providing valuable dedicated healthcare professionals, positively impact public health, and enhance to the overall experience of healthcare provided.

Please accept this letter as my support and endorsement of the proposed study participation. If West Houston Medical Center can offer any further assistance in your endeavor, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Todd Caliva'.

Todd Caliva
Chief Executive Officer



October 7, 2016

Catherine O'Brien, AVC – College Readiness
Houston Community College
3100 Main Street, 12th Floor
Mail Code: 1164
Houston, Texas 77002


Dear Ms. O'Brien,

On behalf of Texas Injection Molding, we are pleased to support your application for the 2016-18 Biotechnology and Life Sciences Innovation Academy – The Next Generation of Early College High Schools, sponsored by the Texas Education Agency. This program will allow high school students to earn college credits that results in Associate degrees and lead to Baccalaureate degrees in a short timeframe, while providing applied learning strategies to promote preparation for employment in high-demand occupations. We look forward to partnering with the academy to help Houston Community College (HCC) prepare our youth for the job market.

The HCC of Early College High Schools programs have done well serving high schools students in the Houston, Spring Branch, Katy, Alief, and Fort Bend Independent School Districts, as well as at private and charter schools. Texas Injection Molding looks forward to helping HCC enhance its program curriculum by actively serving as a member of the Biotechnology and Life Sciences Innovation Academy Early College High School Leadership Team and assisting in the development and implementation of industry experiences, that expose students to real-world work activities in high-demand Biotechnology and Life Science occupations.

Only the combined work of the entire community will ensure that vital employment needs are met in the Gulf Coast Region. We applaud the work you have already done and enthusiastically support your application.

Sincerely,


Jeff Applegate
Chief Executive Officer

IN-KIND DONATION - TEXAS INJECTION MOLDING				
SALARIES	TITLE	ANNUAL SALARY	% OF TIME ON GRANT	IN-KIND SALARY
	A. Quality Manager	\$50,000	10%	\$5,000
	B. Tooling Manager	\$80,000	10%	\$8,000
	C. President	\$120,000	1%	\$1,200
	D.			
	E.			
TOTAL SALARIES				\$14,200
FRINGE BENEFITS	TITLE	ANNUAL FRINGE	% OF TIME ON GRANT	IN-KIND FRINGE
	A. Quality Manager	\$20,000	10%	\$2,000
	B. Tooling Manager	\$32,000	10%	\$3,200
	C. President	\$48,000	1%	\$480
	D.			
	E.			
TOTAL FRINGE BENEFITS				\$5,680
TRAVEL				
SUPPLIES				
	A.			
	B.			
	C.			
	D.			
	E.			
TOTAL SUPPLIES				\$0
EQUIPMENT				
TOTAL EQUIPMENT				\$0
FACILITIES USAGE				
OTHER				
TOTAL IN KIND DONATION				\$19,880

Walgreens

at the corner of happy & healthy[®]

October 31, 2016

Alief Independent School District
c/o William R Marshall
4250 Cook Road
Houston, Texas 77072

Dear Mr. Marshall,

On behalf of The Walgreen Company, we are writing to express our strongest support for Alief Independent School District. Walgreens believes Alief Independent School District is committed to providing employers with a skilled workforce. Alief Independent School District has demonstrated proven leadership in providing employment and training services to the Houston community and Walgreens is proud of our corporate partnership with this program.

Walgreens supports Alief Independent School District in pursuing funding to grow their employment services and programs. We look forward to further success in the future.

Sincerely,



Julie Mitchell, R.Ph.
Healthcare Supervisor
Walgreen's South Texas Area